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Information Outlook, March 2001

Special Libraries Association

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Special Libraries Association, "Information Outlook, March 2001" (2001). *Information Outlook, 2001*. Book 3.
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the monthly magazine of the
special libraries association
vol. 5, no. 3
March 2001



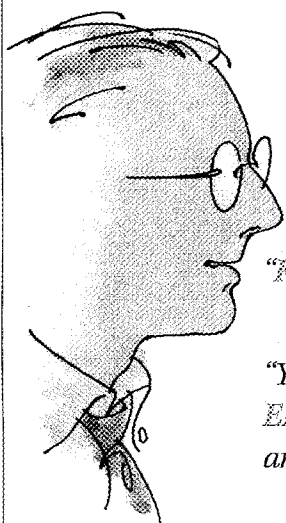
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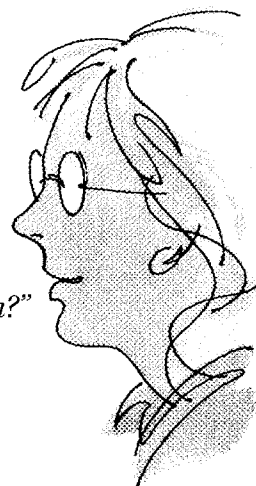
inside this issue:

Real People Don't Do Boolean
Info Pros: Changing Tools, Changing Roles
Would You Buy SLA?
Guarantee the Future



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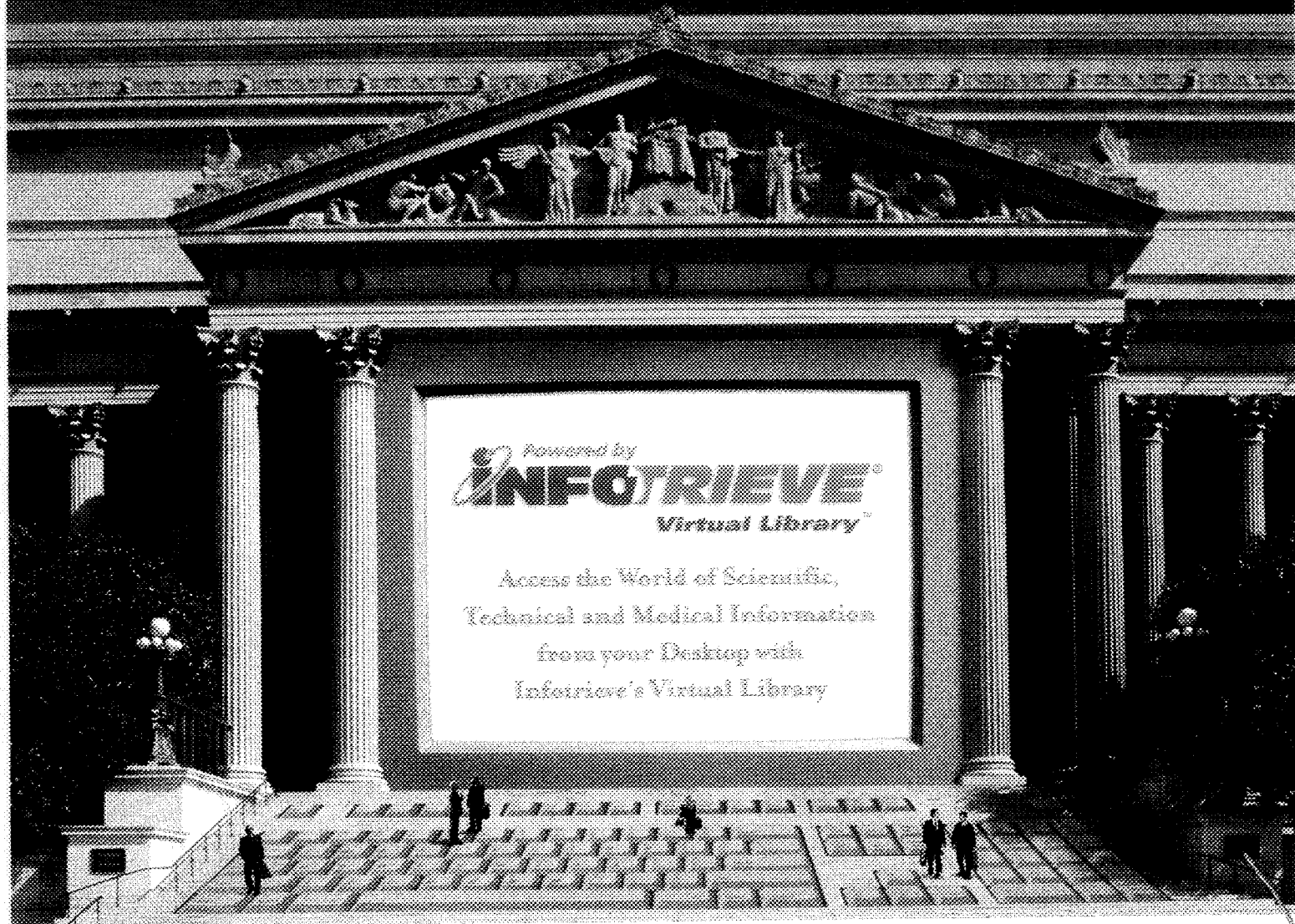
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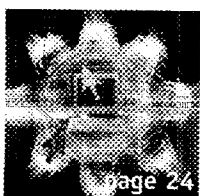
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Features

Real People Don't Do Boolean:

How to Teach End Users to Find High-Quality Information on the Internet

Although a small minority of tech-savvy, analytically inclined users may incorporate Boolean searching into their web search, most won't. Real people want advice, not technique. They want us, the information professionals, to simplify their lives. They want us to help them identify a few really great resources quickly and help them avoid false drops and crass promotions. They want a simple methodology for information retrieval that they can use repeatedly to deliver selective, high quality information quickly and efficiently. Rita Vine explains.

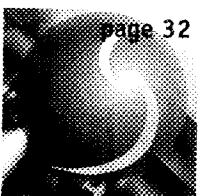


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Information Professionals: Changing Tools, Changing Roles

No profession will undergo more radical change between 2000 and 2010 than will the *Information Professional*. This presumptuous prediction is based on a set of convergent trends that, taken together, imply a coming new world for information professionals. We associate these trends with a series of studies we have performed for industry, government, and academia to draw implications for information professionals. Authors Nils Newman, Alan Porter and Julie Yang make the case for dramatic changes, then recommend particular actions to the profession and to its individual members.



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Would You Buy SLA?

Branding—that seemingly magical process that teaches us to buy a specific product in the first place, and then return to it unwaveringly. Every one of the products we chose today has changed since the first time we purchased it. Perhaps it has a “new and improved” formula? A new type of delivery mechanism—flip top or “push down while turning”? New packaging? Would you buy our association? The Branding Task Force explores this question.

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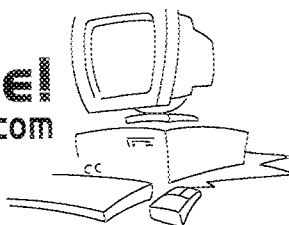
In Summary

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information outlook

The Monthly Magazine of
 the Special Libraries Association
 Vol. 5, No. 3
 March 2001

Publisher David R. Bender, Ph.D.
 Senior Editor Douglas W. Newcomb, M.S.
 Managing Editor Susan W. Broughton
 (susan-b@sla.org)
 Assistant Editor Candace G. Orsetti
 Layout & Design Melissa C. Lawton
 Advertising Vivian Cohen 301.963.3622
 (vivian@sla.org)

Information Outlook®
 (ISSN 1091-0808) is the monthly, award-winning publication of the Special Libraries Association, 1700 Eighteenth Street, NW, Washington, DC 20009-2514; tel: (202) 234-4700, ext 674; fax: (202) 265-9317; e-mail: magazine@sla.org.

2001 Subscription Rates:
 Standard subscription \$125 (both US and International) Single issue (January 1997-) \$15. Missing copies will be supplied when losses have been sustained in transit and as supplies last. Claims for missing issues must be filed within four months of date of publication. Claims for undelivered issues will not be allowed due to failure to notify the Membership Department or the Subscription Department of address changes or because an issue is "missing from the files." A copy of the mailing label and/or the subscriber number will facilitate the processing of claims.

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*The Guarantee the
Future initiative needs
the creative mind of
each SLA member.*

Guarantee the Future

"We must plan from the future backward." That piece of pithy advice from the 2002 Program Mission Statements Document aptly describes the efforts of association leaders and the five Task Forces which have been charged with guaranteeing the future of SLA. Guarantee the Future was initiated at the Winter 2000 board meeting to recognize that the association needs to think ahead to be relevant to the information professionals it seeks to serve. If SLA is to fulfill its vision and be known as the leading organization in the information industry, then it must move forward in five critical areas: branding, membership, partnerships, simplification, and conferences.

The first two of these, branding and membership, are inextricably linked as they were in the days of the founding of SLA. John Cotton Dana and his colleagues saw a need then to "brand" their new form of practice of librarianship and to set it apart from traditional methods used in the profession. Today, SLA has arrived at the next milestone in that endeavor. Whether you are reading the *Chronicle of Higher Education* or *Occupation Outlook*, you cannot escape the fact that those practicing the principles of librarianship are once again breaking new ground and creating new ways to practice. Those engaging in new endeavors are creating new titles to describe their positions. Information Architect and Knowledge Managers are just two of those.

As our current baby-boomer membership reaches retirement age, will the new breed of librarians see SLA as the place for them? The word *special* no longer differentiates our brand in a meaningful way. In addition, our research tells us that one of the most highly valued benefits of membership is the personal network. That means it has to be broad and comprehensive. Since membership is the foundation of a strong network, declining membership threatens the strength and value of our network. Once SLA attracts members, it must be able to tailor membership benefits packages that meet individual needs. The brand identity of SLA can be enhanced to facilitate our membership goals.

In order to be a strategic partner in the information society, SLA must form and grow the right partnerships. The Partnership Task Force has documented the many and diverse partnerships and alliances that currently exist in the association. The strategic directions that evolve from the other Task Forces will guide the association in its efforts to nurture those partnerships that leverage our strengths and further our strategic goals.

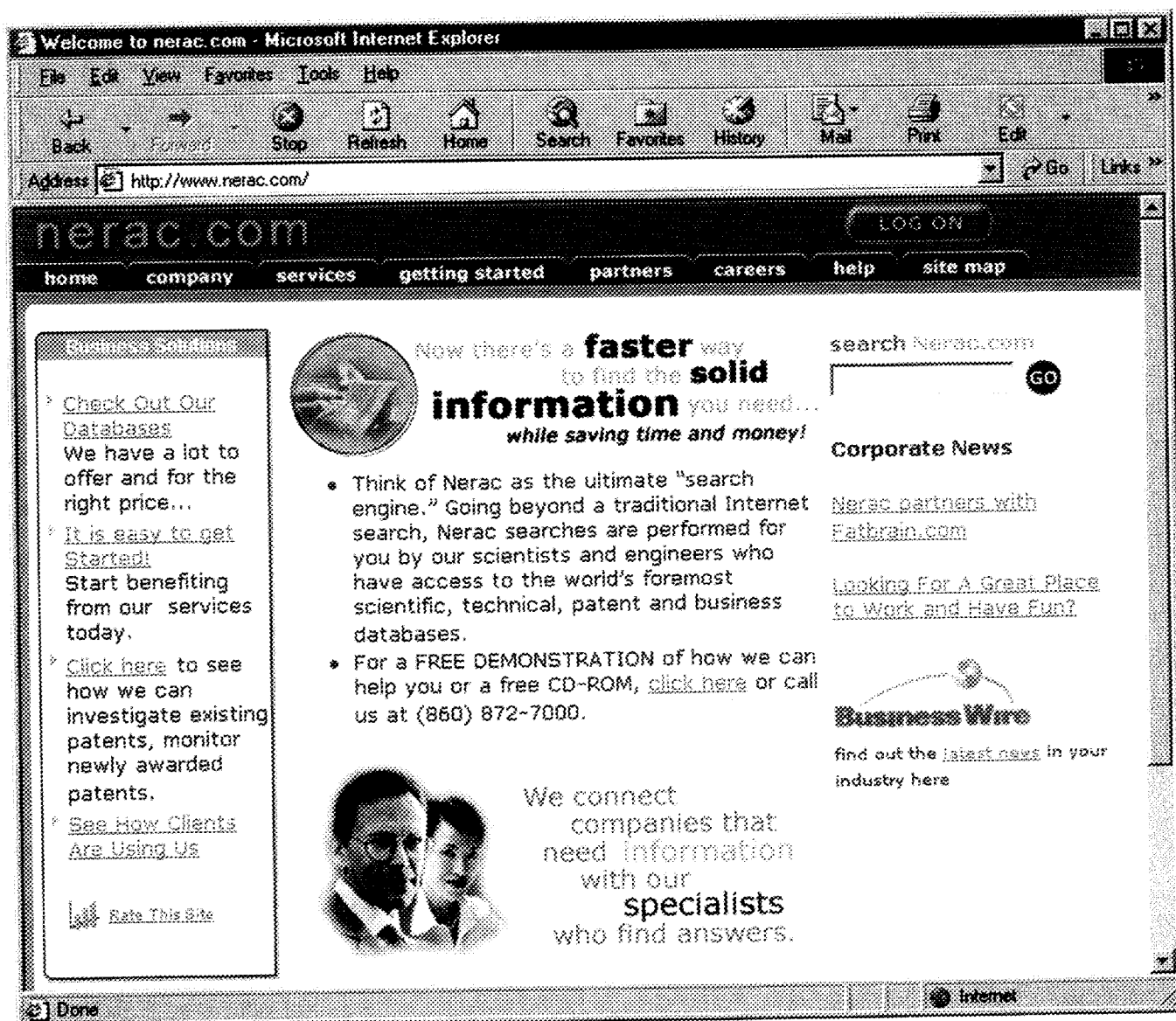
Simplification is a key strategy aimed at creating a more nimble SLA that can act quickly to incorporate new, more efficient ways of doing business. The Simplification Task Force is also charged to make it easier for volunteer members, the lifeblood of the organization, to concentrate on the delivery of programs and services to members.

One major area of content delivery is conference programming. A special task force is looking at the conference experience and seeking to ensure that its content is focused on what will be of most value to our members.

The Guarantee the Future initiative needs the creative mind of each SLA member. Join this conversation so when we reach our one-hundredth birthday in 2009, we can all celebrate a strong and vital SLA that represents the best the information profession has to offer.

Donna M. Schneider

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member news

Katz Appointed Vice President of Information Center at MasterCard International

MasterCard International recently announced the appointment of Trudy Katz as vice president, Corporate Information Center. Katz joined MasterCard in 1997 and has played a leading role in the development and management of an electronic information database that offers convenient, cost-effective information and services to employees around the world. Katz, who has been director, Corporate Information Center, will continue to report to Barbara Delia, senior vice president, Global Information & Research at MasterCard. "Since joining MasterCard, Trudy has made an extremely valuable contribution to the development of MasterCard's Corporate Information Center," Delia said. "She has built a strong team, making the information center the first place MasterCard employees turn for research on industry news and current events. She also developed the first electronic information database at MasterCard that specializes in keeping employees up-to-date on industry trends."

Katz is the Information Technology Division chair of SLA. She is also active in the Hudson Valley and New York Chapters as well as the Business

& Finance and Library Management Divisions. She has a bachelor of science degree from Temple University and a Masters degree in Library Science from the University of South Carolina. Katz is also an adjunct pro-

fessor at both Queens College and Long Island University in New York.

Look for an interview with Trudy Katz in an upcoming issue of *Information Outlook*.

industry news

Hiring Demand, Salaries Rise for Librarians

Librarians, long seen as members of a dry and dusty profession that is out of tune with modern times, are suddenly in demand. Part of the reason lies in the rapid rise of information technology. Library science graduates now are courted for jobs as database managers, Web masters, or information network administrators, as well as more traditional jobs, according to a recent report by the U.S. Bureau of Labor Statistics (BLS). At the same time, senior librarians are retiring in record numbers, spurred by higher-than-anticipated pension fund and investment returns that make it possible for them to leave their jobs earlier than they had planned.

James Matarazzo, dean of the Simmons College school of library and information sciences in Boston, and SLA member, said retirements in the field have doubled to about 10,000 annually in recent years compared with the early 1990s. This is more than twice the number of men and women who annually earn master's degrees in library sciences, a diploma that is almost mandatory to get a full-time job as a librarian.

The Bureau of Labor Statistics occupational outlook report for librarians says private sector starting salaries in a historically low-paying profession are pushing \$40,000 a year. The BLS report projected librarian salaries in some corporate or technical fields could grow eleven percent annually in coming years. For public or government libraries, salary growth was forecast at about five percent a year, roughly the same as the expected rate of inflation.

The average starting salary in 1998 for a librarian working for a public library was \$28,724, the BLS said. For a school librarian, the average starting salary was \$33,061; for a special librarian, \$34,907; for a webmaster with library training, \$38,458; and for information consultants, \$39,060. The BLS report said more than three-quarters of library jobs in coming years will continue to be in schools, colleges, and public libraries. But business services companies, including Internet-related firms, are going to be among the most active recruiters of librarians.

Financial services companies pay among the highest salaries. Matarazzo said he knows of one Wall Street investment house paying \$500,000 a year plus bonuses to its chief librarian. Counterparts at Boston financial services companies get around \$200,000 plus bonuses.

NSZL Announces Launch of AMICUS Library System

The National Szechenyi Library of Hungary (NSZL) recently announced the launch of the AMICUS library system to the Hungarian Library community. AMICUS was customized to meet the needs of the library by providing full support for the Hungarian MARC (HUNMARC) standard, becoming the only available HUNMARC compliant library system. Both the library system and the OPAC are in use at the library in the Hungarian and English language, incorporating support for the Eastern European Latin II character set.


NSZL is the first National Library in Europe to go into production with AMICUS. Some of the world's leading national libraries use AMICUS to manage their bibliographic data and LibriVision to search local and

external databases, including the National Library of Australia and the National Library of Canada. ELLAS has a long-lasting relationship with the National Library, having provided DOBIS/LIBIS support and maintenance for over a decade. AMICUS and LibriVision will help bring the library into the next era of library automation.

"Computers in Libraries" Provides the Vision Needed for a Successful Information Odyssey

Information Today, Inc. (ITI) is pleased to announce that Computers in Libraries 2001 (CIL 2001), the most comprehensive North American conference and exhibition on all aspects of library technology, will take place March 14-16, 2001, at the Washington Hilton and Towers in Washington, DC. Although the technology and tools available to


libraries may have changed over the years, the excellent quality and range of both topics and speakers at Computers in Libraries 2001 remain the same. Full of examples of creative, working strategies, CIL 2001 brings together more than 100 speakers—experts, practitioners, and strategists all from the information industry—to four simultaneous program streams. A Wednesday evening session, pre- and post-conference workshop, and three keynotes are also available to CIL 2001 participants. The CIL exhibition will feature over one-hundred booths, offering visitors a choice of products in all aspects of library technology, including web-based products and services, integrated library and information systems, online services, CD-ROMs, document delivery services, Internet software tools, content suppliers, and more.



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chapter & division news

Professional Development Scholarships Available to Solo Librarians

The Solo Division of the Special Libraries Association has announced the availability of scholarship monies for solo librarians wishing to attend SLA-sponsored programs or courses.

If you are planning to attend a local, regional, or national SLA-sponsored program or course this year, plan also to apply for a scholarship. An applicant must be a current member of the Solo Division and may not receive more than one Solo Division scholarship within a five-year period. The

scholarship will be in the amount of the tuition for the program or course and may not be applied toward general registration fees at the SLA annual conference.

To apply, send a written statement containing name, address, telephone number, job description and, most importantly, a brief paragraph explaining why that member wants the scholarship. If the program or course is being held during the SLA annual conference, the application should also include whether the member's employer pays for any conference expenses.

Applications should be sent to the Professional Development Committee Chair, Merrill Chertok, Alexandria Law Library, 520 King Street, Rm. L-

34, Alexandria, Virginia 22314, telephone: 1-703-838-4077, fax : 1-703-838-5055 (faxed applications are acceptable). The deadline for applications is March 31, 2001.

The Professional Development Committee will review the applications and notify the winner(s) of its decision by April 15, 2001.

Southern Cal Chapter to Set up Auction on eBay

The Southern California Chapter of the Special Libraries Association conducted their annual scholarship fundraiser in cyberspace this past January. The 2001 Karen Sternheim Memorial Scholarship will be funded by items auctioned on eBay in April. Chapter members have already donated an eclectic group of items, and

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many more are expected in the coming months. Items so far include top-quality, member-created crafts and artwork, autographed celebrity photos, and rare media productions. The exact dates of the April auction are yet to be determined, but the event will take place at the following URL: <http://members.ebay.com/aboutme/sternheimfund@yahoo.com/>. For more information about the scholarship or auction, contact Chapter President Debbie Hartzman at 1-805-447-7274 or send an e-mail to the Auction at sternheimfund@yahoo.com. The Karen Sternheim Memorial Scholarship was established to provide assistance to library and information studies graduate students who intend to pursue careers in special librarianship. The scholarship is awarded annually by the Southern

California Chapter of the Special Libraries Association. This year one \$3000 scholarship is available.

Materials Research and Manufacturing Division Features SLA Authors at San Antonio

As part of an effort to assist SLA division members and other colleagues in libraries and information centers at promoting their centers and their need for strong budget support, the Materials Research and Manufacturing (MRM) Division is sponsoring several presentations and a CE course in San Antonio focusing on the value of information and information services, and also electronic publishing.

Carol Tenopir and Donald W. King, authors of well over 100 publications

each and co-authors of the SLA publication *Towards Electronic Journals: Realities for Scientists, Libraries, and Publishers*, will be discussing trends in electronic publishing including use and economics of electronic publications. Their presentation continues with collection development, site license negotiation, and what funders need to know for resource allocation decisions. The second part of their presentation deals with specific library data collection and measurement. Examples will show how special libraries contribute to value and how decisions can be made in light of their effect on value. This session is tentatively scheduled for Monday, June 11 from 1:30-4:30 p.m.

Frank Portugal's presentation will focus on "Measuring the Return on

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Investment: Assessing the Impact of Information Services on the Bottom Line." Portugal is author of the SLA book, *Valuating Information Intangibles: Measuring the Bottom Line Contribution of Librarians and Information Professionals*. This session is tentatively scheduled for Tuesday, June 12 from 3:00 - 4:15 p.m.

Other MRM presentations on the same theme include the CE course directed to all information managers, "Valuing and Justifying Information Services" with Sylvia James, and "A Successful Standards Control and Dissemination Program" with Linda Senkus. This session is tentatively scheduled for Tuesday, June 12 from 1:30 - 2:45 p.m.

in memoriam

Lillian Culbertson

Lillian Culbertson, former supervisor of library services for the Chicago Transit Authority (CTA), died in September 2000, at her home in Downers Grove, Illinois. She had previously been head of technical services at the Skokie Public Library, and a cataloger for the Oak Park Public Library. In her retirement years she was an active volunteer for the Downers Grove Public Library.

Culbertson's leadership and talents were honored with many awards, appointments, and elections during her career. Her years at CTA brought her the title of Chicago's Outstanding Professional Employee in the Chicago

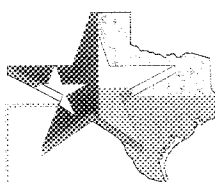
Superior Public Service Awards of 1988. SLA's Transportation Division selected her for its Distinguished Service Award, recognizing her contributions to the field, as well as her tenure as division chair. Her elections and appointments to OCLC advisory boards from the earliest years, acknowledged her experience as the first special librarian in Illinois to participate in the network. Culbertson was the originator of the concept of the "OCLC cluster" of several small special libraries sharing one dedicated terminal, in the days before dial-up access. She served on the Illinois State Library Advisory Board, as well as local library network boards. The Chicago Library Club benefitted from her wisdom and wit when she was its president. She was also a member of the American Library Association.



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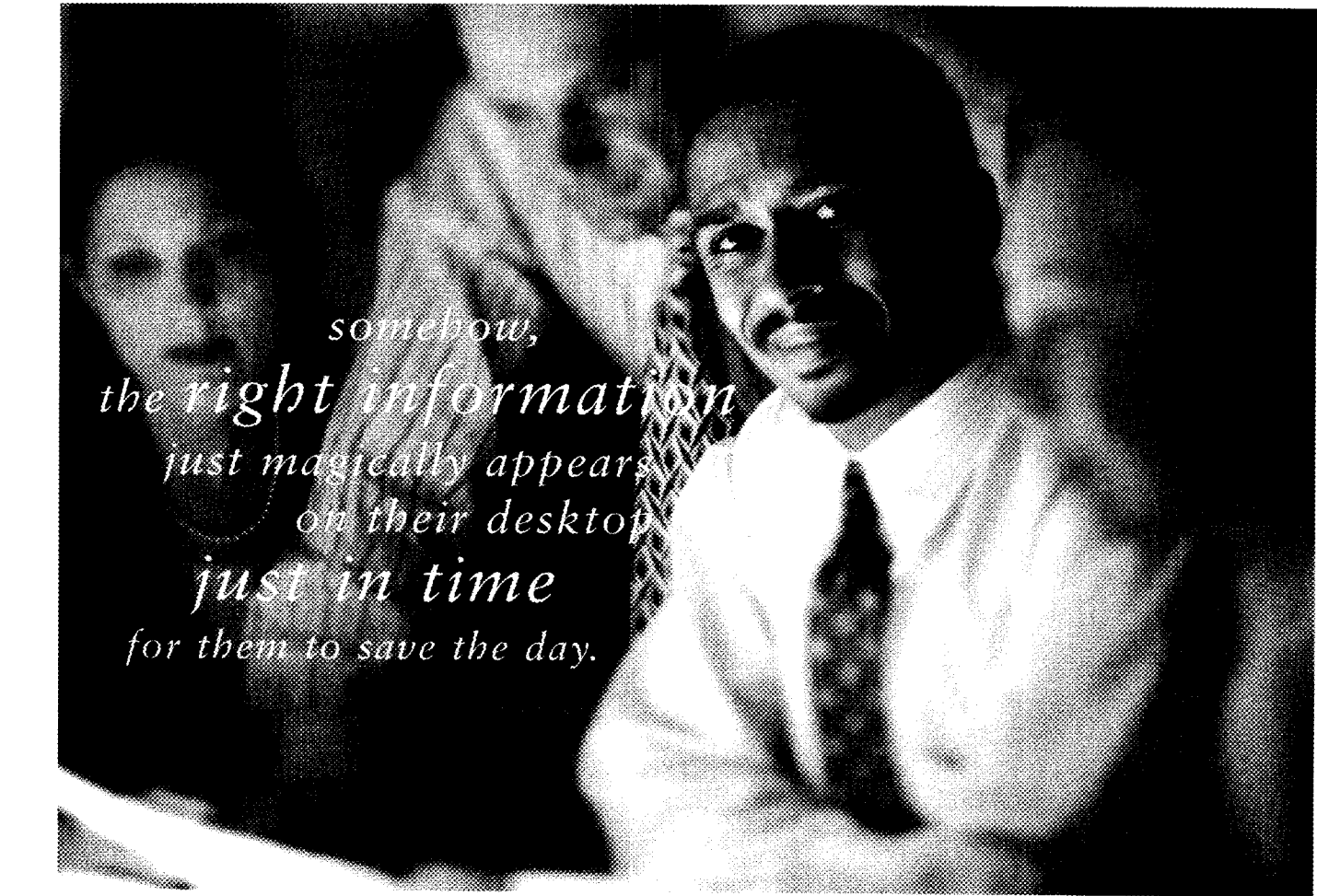
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strategic learning outlook

Measuring Our Value So We Can Market It

Most professionals aspire to being respected and valued by colleagues and managers for positive contributions made to the organizations in which they work—and none more so than information and knowledge professionals. Why, then, is it that we often feel that we are on a treadmill—working harder and harder—and still are not valued in spite of all our efforts? Can it be because of:

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2. Low visibility for our activities, or
3. Unmeasured results?

Misdirected Efforts

How attuned are you to critical business issues facing your organization? How have you focused your content and service offerings to match what the rest of the organization is focused on at this time? Constant communication and follow-up with users will keep you up to date with their most pressing concerns. Listen carefully to learn if there are decision points in business processes where information inputs could be more timely, better filtered, and better analyzed. This may mean finding the courage to quickly move in new directions, leaving traditional practices behind. In his discussion of business concept innovation, Gary Hamel (*Leading The Revolution*, Harvard Business School, 2000) states: "In most organizations there are few individuals who can think holistically and concretely about new business concepts, or envision radical adjustments to existing business models." Information professionals who think

holistically about the business and industry in which they are employed and who can respond to changing demands of the business will be highly valued.

Low Visibility

Marketing is a vital business activity for knowledge and information professionals. It is especially important at a time when information technology, knowledge management, e-commerce, and other departments are assuming information handling roles. Fundamental to successful marketing is knowledge of the customer, their needs, and their buying preferences. As information professionals move more retrieval processes to the desktop of users and assume more of a consultative role in their organizations, they have an opportunity to deepen and update their understanding of user/customer needs. Prepared with that understanding, they must target products and services specifically to meet customer needs. Consistent promotion of targeted, customized, high-value services and success stories via presentations, in promotional literature, and at appropriate spots on the corporate intranet is guaranteed to raise the visibility of information professionals.

Unmeasured Results

Contributions of information professionals may not be perceived to be of high value if results are not measured and presented in terms that resonate within the organization. It is natural to claim that we cannot put a monetary value on information or knowledge because it is intangible. We can also claim that the impact of information services on business decisions cannot be measured because the information component is just one of many

factors that go into determining a business outcome or because results are long-term. Those claims leave us without quantified benefits and ROI (return on investment) calculations that senior managers require for revenue and profit analysis. It is therefore vital to begin to make some ROI calculations—even if it means beginning with anecdotal data and then making assumptions and generalizations based on the anecdotal data. Provide the rationale for the assumptions in your reports to management and use these assumptions as a starting point for deriving financial ROI values. As noted in the Factiva white paper that discusses ROI in greater detail (www.factiva.com/infopro/whitepapers), other metrics may include time saved, reduced product cycle time, and new business opportunities.

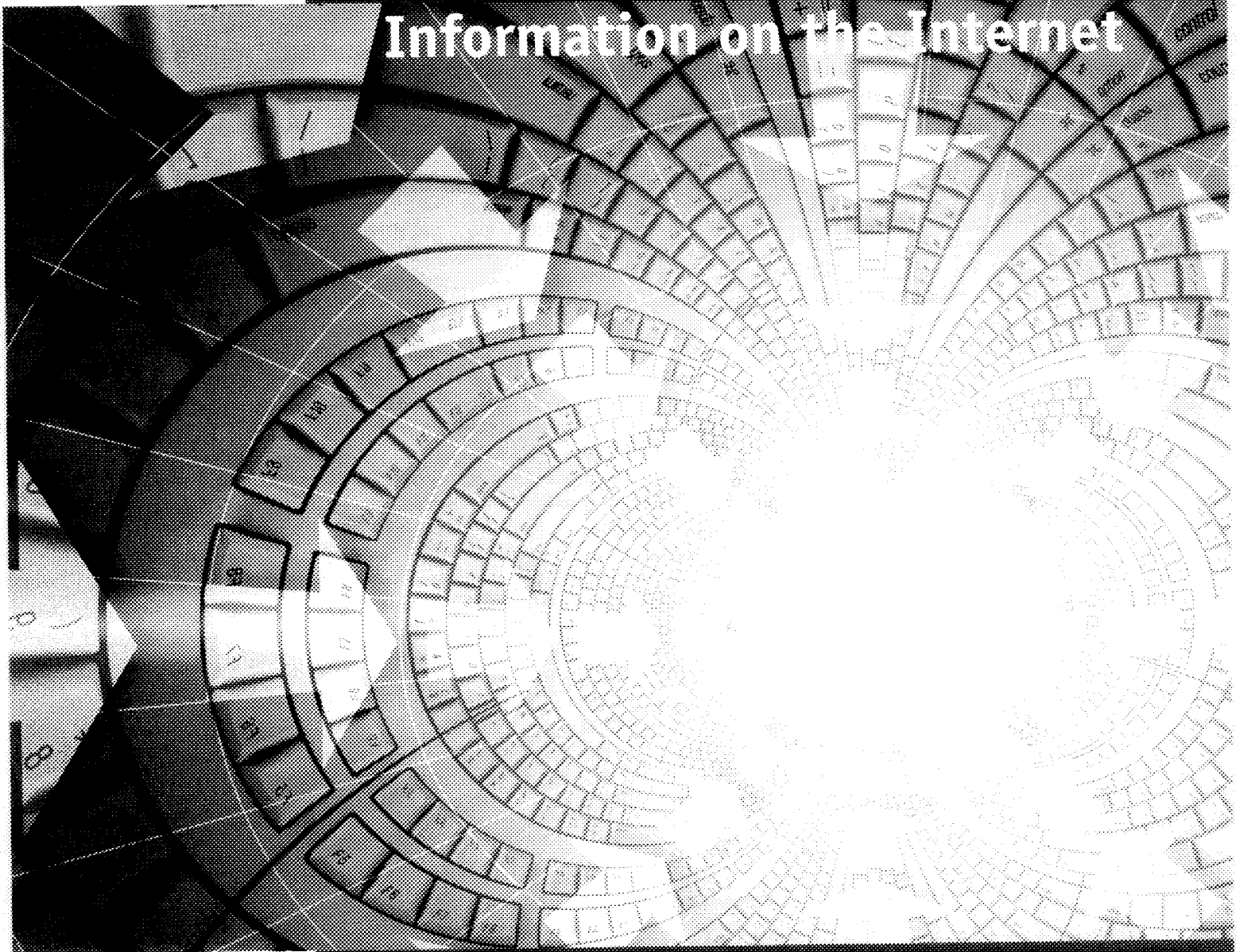
Want to Learn More? A detailed description and registration materials are available on our web site www.sla-learning.org/ROI. Or, if you have questions, please call the Strategic Learning and Development Hotline at 1-202-939-3627.

by Jan Sykes. Jan Sykes is principal, Information Management Services, Inc.

Join us on March 29, 2001,
for "I Told You I'm Worth It!":
ROI and the Information
Professional." This valuable
videoconference will be
moderated by Jan Sykes.

For more information,
contact Corvie Carrington
(corvie@sla.org).

Real People Don't Do Boolean: How to Teach End Users to Find High-Quality Information on the Internet



by Rita Vine

Rita Vine, MA, MLS is a professional librarian and president of Workingfaster.com, which develops research tools and training for serious web users. She specializes in teaching Internet search skills and training new Internet trainers. She can be reached at rita@workingfaster.com.

••• Help Real People Make Sense of the Web

AFTER YOU READ THIS ARTICLE, SNEAK INTO AN INTERNET TRAINING CLASS and watch people learn Boolean features of search engines. Watch learners discover how to combine words and phrases in complex constructions. They will test their newfound skills against a variety of business problems, like manulife AND (ipo OR "initial public offering" OR demutualization). They will relish their newfound skills in taming search engines. They will thank the instructor profusely at the end of the session for teaching them such useful techniques. And then they will leave the class, go home, and when they use the web again in a couple of days they will revert back to the "plug-in-the-keyword" approach. Many information professionals think that the advanced search techniques that they regularly use—like Boolean searching—can be understood and assimilated by end users. Although a small minority of tech-savvy, analytically inclined users may incorporate Boolean searching into their web search, most won't. They didn't change their search behavior because they aren't us. They don't think like information professionals and they shouldn't have to. They have their own jobs and lives that are complex enough.

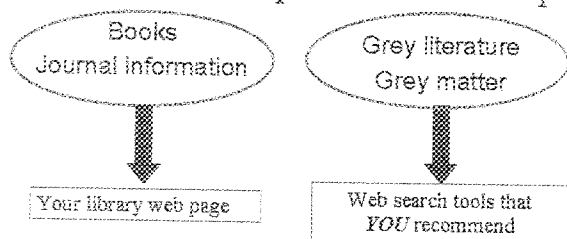
Real people want advice, not technique. They want us, the information professionals, to simplify their lives. They want us to help them identify a few really great resources quickly and help them avoid false drops and crass promotions. They are tired of having pop-up windows bark unwanted ads at them. They want a simple methodology for information retrieval that they can use repeatedly to deliver selective, high quality information quickly and efficiently.

Good advice, simple tips, and a method that they can do themselves—these three points form the basis of teaching good web searching.

Helping Real People Make Mental Sense of the Web

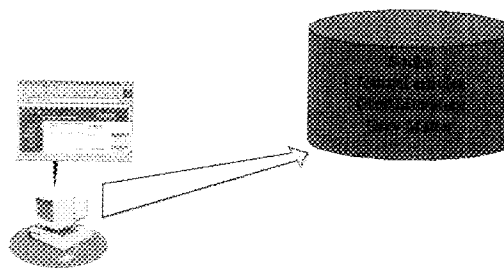
Information professionals see the world of information in complex and sophisticated ways. A typical model is a series of four silos—books, journal information, "grey literature", which is the printed but not published information that the web delivers so well—and "grey matter", the unpublished, unprinted information that is in people's heads. In a graphical mode, the world of information might look something like this:

Our View -- Shaped for Real People



But to our users, who aren't nearly as well acquainted with the nature of information, and how information is published and disseminated, the world of information has started to look more like this:

The World of Information - Their View



Just a search engine query away from EVERYTHING!

Without a mental map of the information and publication world, it's only reasonable to expect people to point and click on just about anything. And they do. They are knowledge hungry. They are rushed. Because they see the world of information as just a click away, they leave no cushion of time to find alternative routes to information. Branding heavily influences users because they aren't aware of its subtleties. For example, in our in-class tests, most adults will easily identify banner advertising on a web page, but they will rarely figure out that "partners" or "sponsors" are also advertisers. Even fewer will understand cross-promotional efforts (like those between

HotBot and its parent Lycos, which is featured on every HotBot page). No end user has ever wondered aloud what "Powered by DirectHit and Lexiquest" means at the bottom of a typical HotBot results page. No one knows that Yahoo! charges \$199 for front-of-the-line consideration of dotcom sites.

In addition to being undiscerning of content, most adults are clueless about the research and information gathering process. And this is true in high school and university as well as business and government. Poor spelling is commonplace and is exacerbated by poor typing skills, which further inhibits competent searching. On the technical side, most adult business users know Yahoo! and the search buttons that come equipped in their browsers. Many have tried to use search engines or meta engines. They use the "plug-in-the-keyword" approach, and never think about possible synonyms that they could consider. In your next class, try this exercise—ask your class to find the player lineup of their favorite baseball team. To a fault, they will use the word "lineup" in their search, and never consider the word "roster" or "list".

Most users do not know the difference between search engines and web directories. They treat all search boxes identically regardless of the tool the box is attached to. A database of 250 million pages gets the same query input as a database of 8,000 annotated links. No one reads the help files, and no one ever will.

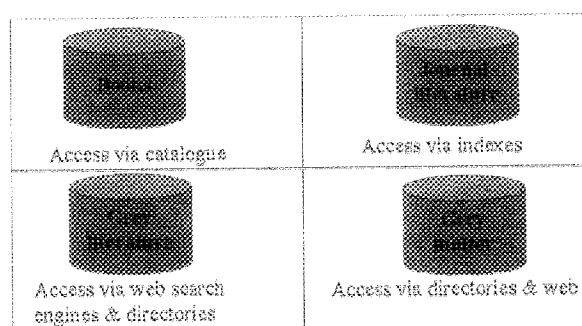
Most people have one or two web search tools that they use to the exclusion of all others. When they conduct an unsuccessful search, they keep trying different words in the same search tool in the hope of prying the answer out of it.

Given these starting points, there are some clear challenges facing us when teaching Internet information retrieval. Most people have learned about web searching the way they learned about sex—from their friends—so we need to correct our learners' assumptions about what is on the web and debunk much of the mythology surrounding web searching. We would also like them to become better consumers of web information. We want them to connect the library with Internet expertise so they come back to us when they need help. And finally, since they are going to try to do it themselves, we need to empower them to self-sufficiency. Whatever we tell them has to be simple enough for them to recreate on their own without our help.

So how can we teach undiscerning users to gather, select, and process good web information when all they know is the schoolyard method of searching using Yahoo! and a search engine or two? And how can we do that in an engaging, lively way?

Shaping the World of Information for Real People
Most end users understand that books and journals are different from what's on the "free" web. They understand this in the context of commerce. Because book publishers and magazine makers want to be paid, it's unlikely that much information will be free on the web. They get this. With this premise understood, it's relatively simple to slightly reshape and simplify our view of the world of information:

The World of Information - Our View



This model creates a simple framework for information searching. It retains the web as the handy jump-off point for information retrieval. Users can start at the library's web page to access links to book catalogues, journal indexes, and other licensed resources that you purchase and link to. They can use the free web for all the "grey" stuff—the printed but not published resources like brochures, catalogs, patient information, and the other things that the web is so good at supplying. They need to be introduced to sites that YOU recommend for searching the free web. With this model, users only have to remember a single place to look (the web)—and a single web page to look at (the library's). This is easy to remember, and easy to reinforce.

While there are exceptional search tools on the free web that refute the two-silo model above, like PubMed or the thousands of volumes of full text books available online for free, these exceptions can be introduced later, after the "rule" is learned. People learn exceptions to rules only after they learn the rules.

How to Choose the Right Search Tools for Your End Users

Search directories must: a) be easy to use, b) be good for many different types of searches, c) link to high quality filtered information, and d) be well organized and preferably browsable. Many people are poor spellers, or poor typists, or poor selectors of keywords, or a combination of all three. Browsing through a well-constructed subject hierarchy significantly reduces risk of errors like these.

Good search tools should induce the “wow factor” in your Internet training—people should be able to easily see just how good they are. Typical tools that engage this response are high quality filtered sites like Librarians’ Index to the Internet (www.lii.org), and some commercial sites like About.com (www.about.com).

Search engines should follow the same criteria as other

before you can adequately plan your session. The space that you use for teaching is probably less than perfect, but you’ll have to make the best of it. Try to imagine the event in the space you have selected. If you’re training in an office, is there enough room for both you and the learner to be comfortable? Should you call-forward the phone for the duration of the session? Is your lighting and ventilation sufficient? Or perhaps you have a multi-

Training works best when it is well planned. The best training starts with a thorough understanding of the learner. Good training has goals in mind, and an action plan to ensure that those goals are met.

tools. I like Google (www.google.com) for its link analysis methodology and its limited functionality, and HotBot for its easy drop-down menu approach to query construction.

Avoid conducting long show-and-tell web site demonstrations. They’re boring. Save yourself typing and distributing long lists of links to your learners. They won’t remember more than a half dozen anyhow. Pick only the best, leave the rest.

The Lesson Planning Process

Training works best when it is well planned. The best training starts with a thorough understanding of the learner. Good training has goals in mind, and an action plan to ensure that those goals are met. At Workingfaster.com, we use a modified version of conventional strategic planning steps to create a training plan that meets learner needs and instruction goals.

Step 1. Create a mental image of the learner

It’s often difficult to do a formal needs assessments with end-users. Instead, try to create a mental picture of the likely learner. Why is this person coming to you for help? What are the one or two things they really want to leave with at the end of the session? What are their computer skills? What do they already know?

By creating a vision of this composite learner, you are able to target your training appropriately. You’ll have a mental image of the person and what their starting point is, and that will help keep your training ambitions in check.

Step 2. Consider the things you cannot change

The external training environment has to be considered

station lab that can be booked. Do you have good visuals in the room so learners can watch a demo as well as perform tasks? This is the time to think about these issues, and plan accordingly.

The amount of time you have for training often gets slotted into this step. Most end users are too busy to spend a full day in a training program, and in many organizations it’s easiest to attract people to a 50-minute or one hour session. Be realistic when considering how much time you should devote to training and how much your learners can tolerate.

Step 3. Have a goal (or two) in mind

Training goals are essential. How else will you measure success? Certainly not by evaluation forms, which at best measure current happiness among participants and don’t tell you much about whether learners will use what is taught. In our full-day classes, we have only three goals (helping users understand the limitations of search engines; understanding and using subject starters, and learning techniques for organizing information found on the web.) It’s almost always a mistake to have more than one or two goals per 90 minutes of training. With more, people will find it hard to follow you, and won’t come away any wiser.

Step 4. Brainstorm training ideas

With the learner, the environment, and the goals in mind, begin to think of all the possible activities that you could undertake to meet one or more goals. At this stage, anything goes. Nothing is bad, nothing is wrong at this point. It often helps to do your brainstorming with a colleague (be sure to agree not to fault each other’s ideas) to get the creative juices flowing. At the end of this process, you’ll have a list of every possible idea you could think of for your lesson.

Step 5. Select the best ideas from your list to form your outline.

Go through your brainstorming list, and select the best ideas. You'll know it's a good idea when you can see how it DIRECTLY meets one of your goals. It should be obvious. Throw out any ideas that don't directly meet at least one of your stated goals. This is the spot where many Internet trainers trip up. They think it would be nice to add a few extra bits just because they seem like good ideas, and before you know it, they have diffused their objectives and created more content than they can accommodate. Be ruthless.

In a one-hour, hands-on training session, the most you could cover is two, possibly three ideas. It takes a few minutes to explain the idea, a few minutes to demonstrate it, a few more for the learner to replicate it, and another few for them to try it as an exercise using a different example and discuss the results. You have to leave

time for questions too. You'll be surprised how quickly the time adds up.

Step 6. Create the tasks for each item in your outline

This is a critical piece of your planning. For each item in your outline, you must create an activity or demonstration that clearly proves your point and can't easily be disputed. For example, if you're attempting to teach the limitations of search engines and the value of subject directories, you'll have to come up with a relevant search example that your demonstration search engine doesn't perform well. Use the identical example in the search directory of choice in order to prove your point.

The demonstration phase is all about proving a point and showing your learners that what you say is true. If your learners can accept something as true, they are far more likely to apply that learning on their own. Take time to work out really compelling examples that are relevant to your learning group.

Step 7. Decide how you will evaluate success.

How will you know if your training session is effective? Think of what you want learners to do differently by the end of the session, and that will usually be a clue. For example, if you want your users to stop using search engines to find topical resources and begin using high quality directories like Librarians Index to the Internet or About.com, you could evaluate your success by watching how your learners perform an exercise to answer one or two topical questions.

By the end of this process, you should have a well-organized session with a few carefully chosen activities and some great examples that help you prove your point and make users want to change their web behavior.

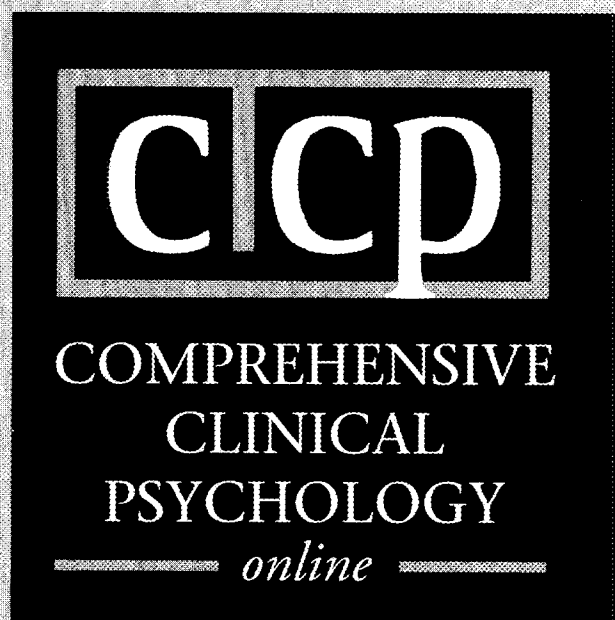
Tips for Delivering Group Internet Training

Know your classroom.

Do a site check. Arrive early. There's no excuse for fumbling around at the beginning of class. Learn how to turn on the projector and the computer. Review any login routines. Make sure the browser works. Make sure the web works from every workstation. Be very nice to the tech support people: you may be at their mercy later if something goes wrong.

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Plan appropriate backups.

Backups, like PowerPoint presentations and downloaded web sites cached to a hard drive, are great, but they are time consuming and not always necessary. Reserve your most labor-intensive backups for mission-critical presentations that can't be rescheduled.

Try to place yourself on the audience's LEFT.

People read from left to right, so it's easier on the learner if you are on the left of the screen. If you're on the right of the screen, the audience has to decide whether to look at you or look at the screen. If you're on the left, it's much easier for them to glance at you and back at the screen. It's also easier for you to point casually to the screen with your left hand.

Get them to do something quickly.

In an online classroom, the mouse offers an irresistible lure to learners, and they want to start clicking as soon as possible to make something happen. Don't spend too long on introductions and explanations at the start of class; five minutes is plenty, then get them to do something.

Use icebreakers and round-robin introductions if people need and want to get to know each other, but bear in mind that this adds about one minute per person in attendance. If it's appropriate, try having an easy exercise waiting for them on a flipchart which can lead naturally into the first point of your course outline—so they have something to do as soon as they walk into the room.

Get them to focus on the right spot.

When you're demonstrating something on a web page, you already know where the thing is. They don't. You need to get them focused on the right spot before they can understand what you're talking about. Try mentally splitting the browser screen into four sections, and referring to the "upper left hand section of the screen" or the "lower right hand section of the screen" and only THEN identify the thing you want them to look at. For example, say "Look at the upper left hand section of the screen, and now click on the HotBot logo."

Make sure that your mouse follows your commands too.

It's easy to click before you speak, ensuring that you'll lose people. Tell them what to do, allow a second for them to process information, and then do it. I even say "click" when I click, as reinforcement.

Instruct in second-person singular.

Don't say "If I click on the HotBot logo, I can go back to the home page" while you're clicking on it. That statement is ambiguous—they don't know they are expected

to click while you are, and by the time they figure it out, you're two steps ahead of them. Use the second person "Click on the HotBot logo." Then click. They will click right along with you.

Pair poor mouse users with faster clickers.

This is a useful way of helping the learners with poor mouse skills keep their focus on the lesson while taking the pressure off them to perform using the mouse. Always ask permission to do this privately if you sense you're working with someone who has low mouse skills. Consciously avoid isolating students or drawing group attention to their skills, which might make them feel stupid. Ask for volunteers from the better users if you're attempting to pair people—there are always people who like to work alone and others who prefer to work with a buddy.

Consider having two trainers in the room.

Particularly if you're new to Internet group training, there is so much to remember and coordinate. With two trainers, one can opt to be a floater, helping people get out of trouble at their workstations, while the other can stay at the front of the room leading the class. Alternatively, one can be a typist, reacting to the instructions of the other who is leading the class.

Things that Help People Work Faster and Smarter on the Web

Effective learning is more than just good lesson planning and slick delivery—it's also about creating tools that users can refer to post-training to reinforce learned skills and best practices.

Paper handouts are still winners—I make sure that our handouts have contact information on the front page so it's easy to get help from us post-training. Try using the pre-configured style templates in your word processing software. They look great. Handouts can serve as emergency backups, too. You can probably teach from handouts for a while until a technical problem is ironed out. Keep a flipchart or white board handy to write group ideas or to correct a misspelled URL on the fly.

Laminate your most important single-page handout.

People treat laminated paper differently from regular paper. They take better care of it, keep it closer to their desks, and don't misplace it as easily. Try laminating a quick reference card or a bookmark with your favorite links and tips.

Make web handouts. Learners love diskettes and CD-ROMs and treat them better than paper. Consider preparing a web page with your favorite links for web research and putting this on a diskette for each learner. This is a

very valuable user aid, as it pulls all your web recommendations into a single easy-to-use page of links.

Try creating your page using a table style rather than a single list of links. Users don't like to scroll down long pages and a table style uses screen real estate more efficiently. Put the best resources in the first row. If you'd rather not design, update and maintain a resource yourself, consider using a really good generic starting point like Librarians Index to the Internet or BUBL Link 5:15 (www.bubl.ac.uk/link). There are also some customizable fee-based products on the market, like Workingfaster.com's Search Portfolio™ that can be deployed as enterprise-wide web searching solutions.

Learners use these custom web pages as their home page during class to avoid the tedium of typing web addresses into the browser, and post-class to reinforce what they have learned. Provide a set of instructions on how to make the web site their default home page so the pages can come up every time they launch their browser. We get so many questions on how to do this that we maintain a web page with the instructions, and put its URL on the diskette labels.

Stay in touch with your learners after class. Offer your learners an opt-in e-mail newsletter. Use it every other month to distribute some just-in-time training tips and one or two new resources that you think are really special. Keep it brief and to the point—everyone feels bombarded by e-mail these days and yours should be really special.

It Isn't Really Training After All

Ultimately, the educational opportunities we provide to our end-users can't really be classified as training at all. Training is all about behavioral modification. It's something we do with dogs, and young children. In the workplace, we can only train people when we can influence their behavior and their method of working. That doesn't really work with end users, so it's best to think of your training as an educational experience, and a way to market the library and its services to your users.

Offer good advice, some helpful tips, and a method they can do themselves. In focusing on just those three things, there is a good chance the librarian can become an indispensable web advisor. Mission accomplished. ●



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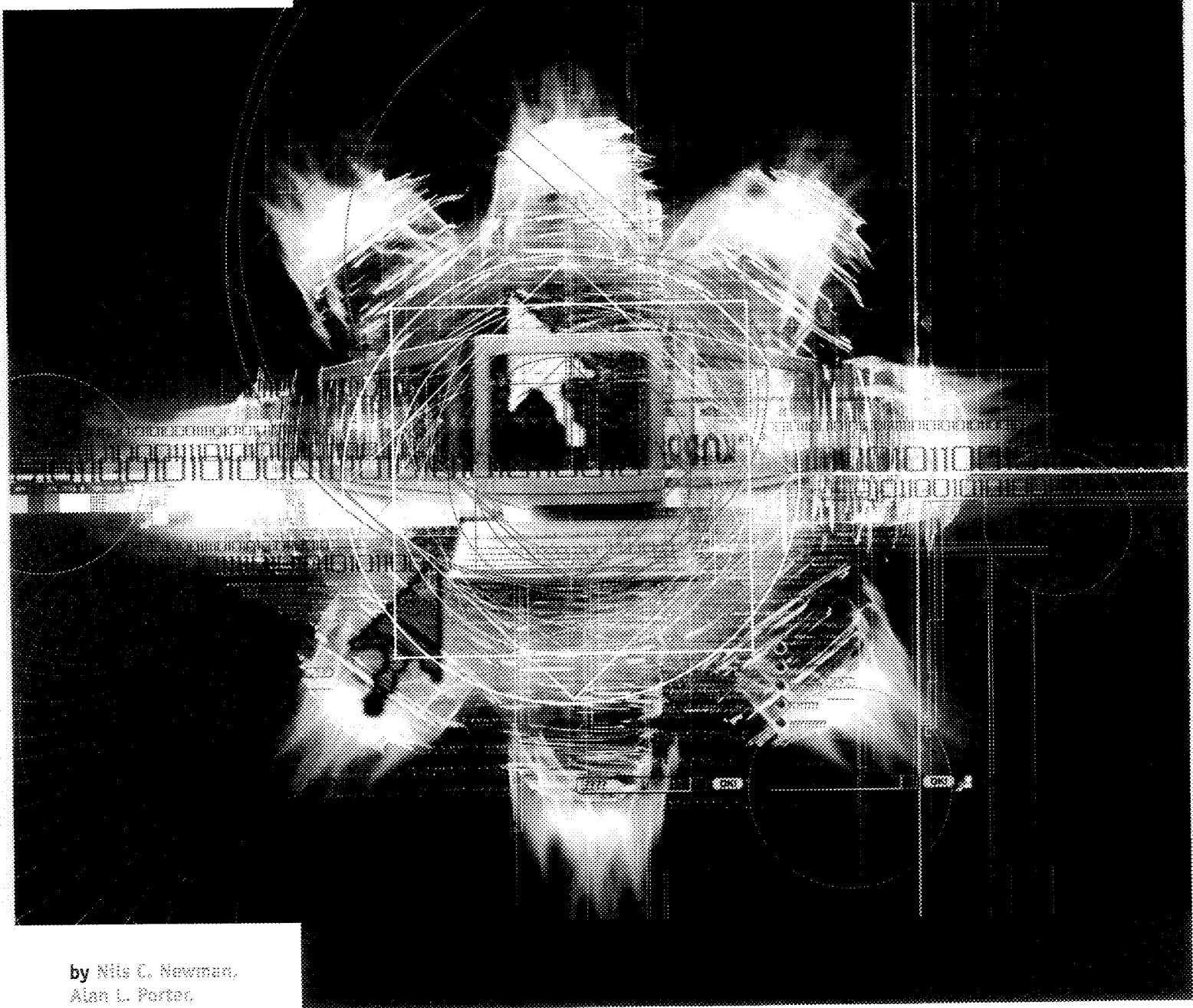
Demonstrations,

Product Samples,

New Technologies

Don't Miss It!

Information Professionals: Changing Tools, Changing Roles



by Nils C. Newman,
Alan L. Porter,
and Julie Yang

Nils Newman is the president and founder of IISC, a company dedicated to the exploration of text mining and bibliometrics for the management of technology. He may be reached at newman@iisco.com.

Alan Porter directs Georgia Tech's Technology Policy and Assessment Center. He may be reached at alan.porter@isye.gatech.edu.

Julie Yang is an Information Consultant, Library and Information Center, Georgia Tech. She may be reached at Julie.yang@library.gatech.edu.

... No profession will undergo more radical change between 2000 and 2010 than will the *Information Professional*.

THIS PRESUMPTUOUS PREDICTION IS BASED ON A SET OF CONVERGENT TRENDS that, taken together, imply a coming new world for information professionals. We associate these trends with a series of studies we have performed for industry, government, and academia to draw implications for information professionals. We make the case for dramatic changes, then recommend particular actions to the profession and to its individual members. Within the scope of this short article, we don't try to distinguish implications specifically for various information professionals (e.g., information managers, database searchers, marketing research supporters). We address these generally to "you" to determine how they come to bear personally.

Trends

The trends coming together to change your lives reflect the emergence of the *Information Economy*. Increasing availability of information—and our nascent efforts to more effectively use that information—drive this dominant societal transformation of our era. Without undue hand waving about exponential information growth and the Internet, let's look at four discrete trends.

1. Where once successful information retrieval might have yielded, say, 10 "good hits" (articles or whatever), today it might yield 1,000, and in coming years, perhaps, 10,000 relevant records.
2. Information staff resources will remain roughly constant.
3. To bridge the gap between good hits and what we can read, software tools will organize and process the additional good hits.
4. The product of this software processing will not be fewer hits. It will be new forms of information that add intrinsic value for users.

Figure 1 suggests the "paradigm shifting" potential of these trends. We *need* to take advantage of better tools to make use of this outpouring of information. We need to have the computer "read" for us, if you will. That is, we need to analyze text not just to point us to precious nuggets (to extract a few really good articles), but to illuminate patterns in the full body of information. The issue here is not information retrieval—there is too much good information for that to suffice. The issue is to perceive the patterns—e.g., associations among particular concepts within the domain, producer emphases changing over time, new techniques entering the "fringe" of the domain with promise to change it greatly.

The Difference Between What We Can Read
And What We Can Get

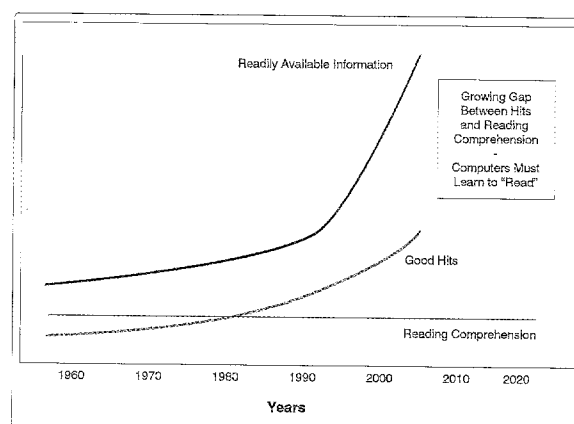


Figure 1

Let's track what's driving each trend.

Trend One

Search potential is being driven upward by a) enhanced fingertip access to b) increasing numbers of databases with c) unlimited access licenses, using more comfortable d) search engines. Retrieval potential is bolstered by e) broadband media and f) more intuitive electronic downloading. Such enhanced search potential makes for a qualitative change in the nature of the resulting information. Previously you might have handed over a few well-targeted items for the requesting user to read. Now you and the requester must decide how to get maximum value from thousands of items. (Literally, we have found that our studies on particular scientific or technological topics often generate this order of magnitude of relevant information.)

There is no way that better search tools, better indexing, better information categorization, or better anything is going to reduce the number of good hits to a digestible

number. Something new is needed in how we treat this pertinent information for our research reviews, competitive intelligence activities, or marketing assessments.

Trend Two

We may be mistaken, but our parochial sense suggests no increase in information staff resources. Multiple forces interact. Some promote increased support for informa-

& papers' see <http://tpac.gatech.edu>), we have focused on exploiting searches of bibliographic abstract databases to profile research and development activities on particular topics. This approach is presently encapsulated in *VantagePoint* software (<http://theVantagePoint.com>) and associated analyses and scripts. Taken together these enable rapid analysis of thousands or tens-of-thousands of abstract records on particular search topics to see "who's

Decision-makers remain widely unaware of information resources, easily intimidated by fancy-sounding tools and novel knowledge forms, and moronically convinced that their intuitive judgments suffice.

tion professionals due to demand for services driven by the increasing information resources, perceived value in accessing those resources, and changing technologies. But other forces press against increasing support—easier access encourages a do-it-yourself mindset; new graduates who have been trained on the far side of the "digital divide" are willing to perform their own information retrieval; and short-term financial payback considerations demand pressure "information services" to pay their full way. Taken together, we don't think these forces sum to increasing support for information professionals.

So, combining trends one and two, we find inexorably increasing textual (and other forms of) information with no increase in human capacity to absorb it. Also, information staff resources who could potentially prefilter the excessive information are relatively fixed. (Under trend one, argue that this is hopeless, even were that increasing information professionals at hand.) The gap between information availability and usability will keep increasing.

Trend Three

To bridge the gap between good hits and user capacity to digest, we need new knowledge perspectives. We need to extract insights from the set of information *per se*, not just from individual items within it. Software can help.

New information exploitation tools are becoming available. Enormous data compilations and the Internet provide a wealth of numeric, text, and graphical resources. Exponentially improving computer processing and memory capabilities reinforce corresponding telecommunications capabilities that enable us to process those information resources in real time.

Our group has been working to develop and apply one such suite of text mining tools since 1993. Called "Technology Opportunities Analysis" (for details and projects

doing what?" Such analyses can help identify vital trends and topical interrelationships. In turn, these can help researchers locate others with shared interests, aid R&D managers in evaluating programs, alert lawyers to intellectual property issues, yield competitive intelligence on what other organizations are emphasizing, and even inform national policymaking.

We are not alone in advancing such tools. Related work appears under a confusing potpourri of terminology. Professional concentrations have emerged in Computational Linguistics, Natural Language Processing, Knowledge Discovery in Databases (KDD), Data Mining, Text Mining, Bibliometrics, and Information Visualization. Much work has centered on finding related texts—Message Understanding Conferences (MUC) and Text Retrieval Evaluation Conferences (TREK). Most notably, the software powerhouses are getting involved. IBM's "Intelligent Miner" suite provides a platform for other tool developers. In the late 1990s, we reviewed activity in KDD. The most intriguing finding was that the core members of the world's leading research group had just moved from Caltech to Microsoft. We believe that the commitment of IBM and Microsoft signals that development of information exploitation capabilities will accelerate strongly in this decade.

Trend Four

The product of this enhanced processing of information resources will not be fewer good hits for the user to read. It will be new forms of information. New visualization capabilities can show, at a glance, "Mount O.J." peaking above a background of news articles in the year of his trial. Text summarization capabilities seek to convey the sense of extensive sets of text items in a quick read. Charts show that the trend of activity bearing on Topic A is dying off, but that addressing Topic B is exploding.

User demand for enhanced information exploitation is poised to explode. This can be taken two ways! The confluence of these increasing information resources, together with a globally competitive climate foreordain a coming burst of enthusiasm for gaining a competitive edge. External intelligence is vital to public and private sector organizations in prioritizing investments, taking advantage of intellectual property, and moving rapidly to capture new markets.

On the other hand, our studies have hit lots of resistance to information exploitation. Decision-makers remain widely unaware of information resources, easily intimidated by fancy-sounding tools and novel knowledge forms, and moronically convinced that their intuitive judgments suffice. As a result, demand for better intelligence to inform decision making remains very modest.

That will change (we assert) as particular successes emerge thanks to effective information mining. We can imagine word of such successes spreading like wildfire to generate escalating demand by “all” professionals and managers for the edge that comes from better intelligence. We envision this in the form of an S-curve such as that prevalent in many natural and technological growth processes. That is, very slow growth for a considerable period of time, followed by rapid escalation, then slowing as a limit of opportunity is approached. We anticipate that rapid escalation this decade (2000-2010).

Taken together, trends one, three, and four force each other to support a forecast of greatly increasing demand for information and its analysis, representation, and interpretation. We see this as a rousing vote of support for expanded information professional needs. Oh, but meshing that with trend two is left for you (information professionals) to work out. And that’s a real challenge.

Tools

Here’s our “equation”:

More information + new tools + heightened demand = challenges and opportunities!

More information calls for new ways to exploit it. One needs to *profile* 1,000-article sets, not search for a few needles in such haystacks. We see potential in changing mores regarding appropriate background for articles, theses, and reports. Instead of selective spotlighting of a theory here and an empirical finding there, it’s more effective to first provide a figurative profile of who is active, what issues receive high levels of attention, how those issues interlink, and what are the emerging hot topics. This “research profiling” can provide better context. We need a new form of information analysis that

looks at the forest, not just those few trees that happen to lie directly in front of our eyes.

Put more generally, new knowledge forms are required—e.g., research profiles complementing traditional style literature reviews; inductive categorizations displacing deductive, fixed hierarchies; and “just-in-time” elucidation of relationships to fulfill specific demands. The new information exploitation tools enable creation of such new knowledge forms.

For example, our “Technology Opportunities Analyses” usually took a lot of time—most of our applications took months. A good search (typically in multiple bibliographic abstract databases) required iterations. Then analyses took us “forever” as we tried myriad alternatives on an ad hoc basis. Then we had to develop effective figures and charts with interpretive text. However, in the past year, we have developed the capability to “script” such analytical steps. We first formulate an effective search and download the records (usually abstracts from databases such as *INSPEC*, *MEDLINE*, and/or *U.S. Patents*). We now have automated routines to clean up the data (i.e., apply fuzzy matching routines and thesauri to consolidate like terms). We discern user preferences (e.g., for PowerPoint slides in a style that a particular manager likes). Then, most of the analytical steps, through to generation of attractive tables and charts, are done automatically. Results need be interpreted, of course, with fine-tuning, but the process is both tailored to the individual user’s preferences and fast. We are working to integrate the entire process from search through representation. Smarter “front-ends” can help adapt search strategies across multiple information resources. Experience can be captured by continually improving thesauri (e.g., building ever-better collections of synonymous terms for a given institution). In our work, directed mainly at emerging technologies, we try to consolidate particularly informative analyses as “innovation indicators.” For instance, we think that tabulating how much R&D on an emerging technology is being conducted by industry (versus government and academia) is an indicator of possible commercialization approaching.

However, the success story is not yet complete. The tools don’t automatically fulfill the end-users’ needs. Managers and subject experts probably don’t want to learn to use information search, analysis, and representation tools themselves. They do want to understand the representations, be comfortable that they are well founded, and know how to interpret them. None of these usability steps comes easily. Accomplishing these efforts to train end-users to take advantage may present the greatest challenge of all to information professionals. That implies that you need to learn how to use these tools, how to interpret the resulting analyses, and how to convey this understanding to intimidated, but needy, “users.”

Roles

Our experiences with adoption of information exploitation include two major types. For one, we have conducted roughly one-hundred analyses on particular topics for clients in both public and private sectors. We have learned a little about "what works," and a lot about what doesn't. Those experiences have been sufficiently painful that we successfully made a case for National Science Foundation support to figure out "Why Managers Don't Want Our Knowledge" (and what can we do about it). That research has put us onto several promising leads:

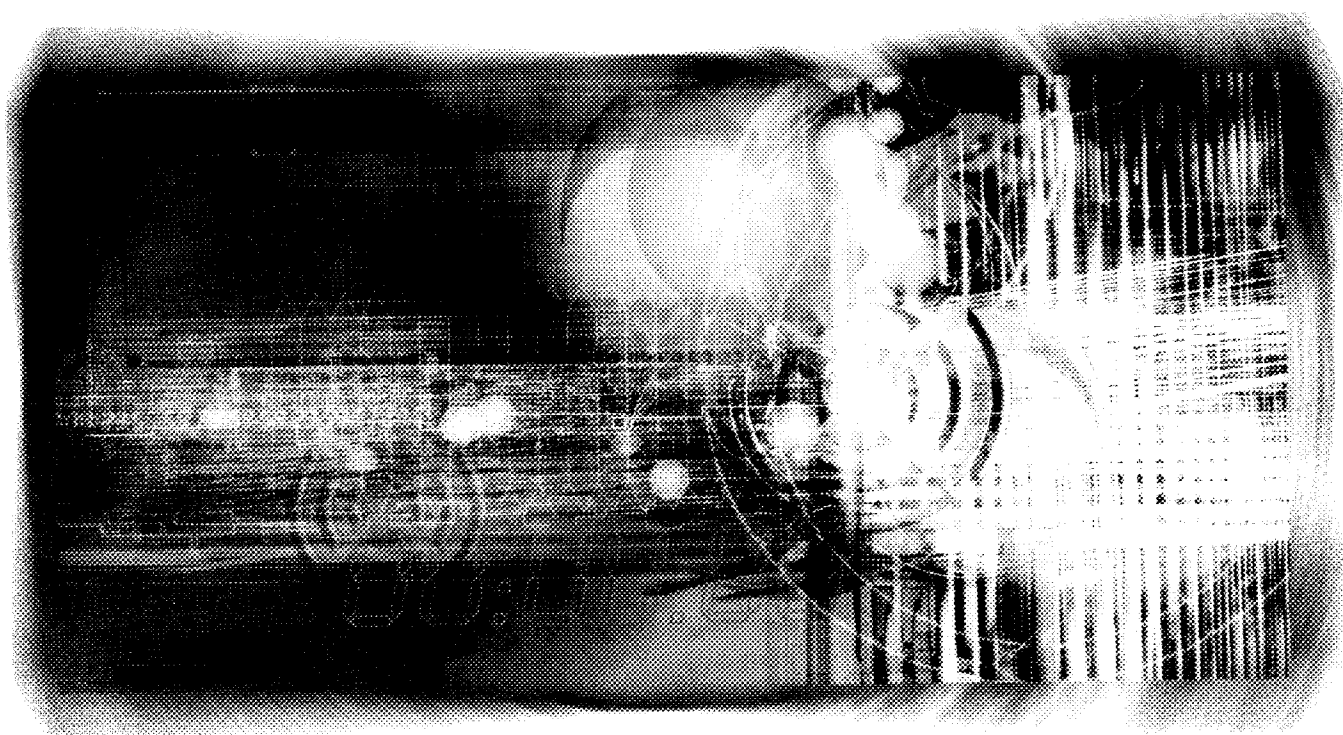
- Managers often prefer nicely packaged recommendations on what action to take, in preference to "do-it-yourself" bits and pieces
- Would-be users need to understand the bases of those recommendations and have confidence in them
- Speed is often of the essence; decision-makers need analyses fast or not at all
- Empirical compilations of information have a difficult time competing with expert opinion for the decision-maker's ear.

These user demands suggest that "someone" needs to perform multiple information functions. The demand for integrated analyses argues against separating functions into information management, information analysis, subject matter knowledge, and information presentation. That is too complex to build robust, close relationships between users and information providers. Furthermore, it's too slow. We ran a small survey that asked when users needed technology analyses to be completed to be

useful—twenty-one percent reported within that day, with another forty-five percent within a week. Thus, delays as information requests are relayed from decision-maker to analyst to information search & retrieval specialist, and back, with side-nods to graphics experts (visualizers) don't cut it.

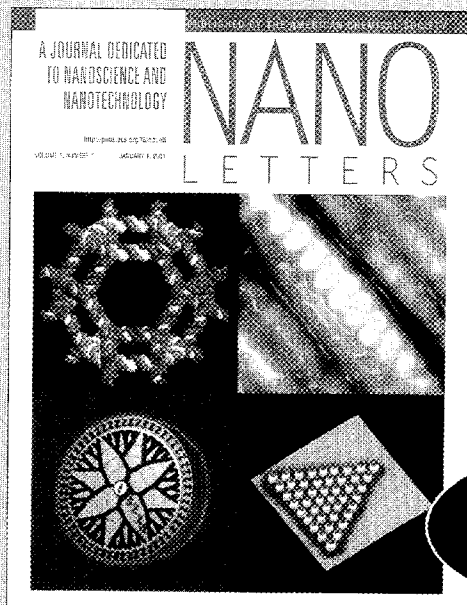
The need for speed and comprehension of the full information exploitation process argues against separation into piecemeal. The jobs of information professionals must expand beyond traditional information management and services. Roles are fusing with those of analysts. Information professionals will increasingly diagnose problems, "discover" relationships (e.g., KDD—Knowledge Discovery in Databases), network with topical experts, and make action recommendations. Instead of being information collectors, information professionals must take on analytical roles—even as analysts come to perform information search and retrieval. To take on these challenges, information professionals need to be path-breakers in the derivation of new knowledge forms (e.g., literature profiling), and be adept at using and training others to use the tools to generate that knowledge (e.g., text mining, data visualization).

Easy rhetoric, hard action. We suggest that the information profession needs to reach out forcefully to assess the plethora of emerging information tools and ascertain what each has to offer in various applications. Sharing such assessments with SLA members can serve to alert them



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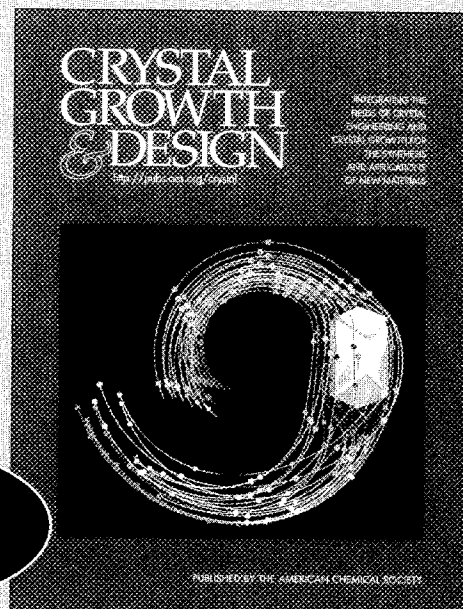
Editor: A. Paul Alivisatos
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Volume 1, 12 issues
ISSN: 1530-6984 (Print) • ISSN: 1530-6992 (Web)

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to emerging capabilities. A crucial next step is to provide training to SLA members in how to use these tools and interpret the results. In essence, you need to enhance the profession's real and perceived capabilities.

"Information Services" needs to power up to become each organization's key information analysis and intelligence resource. Certainly the specifics will vary greatly from

obviating the need for Information Services. The premise here is that having separate information management and analysis functions is counterproductive. If you don't do it, "they" will.

This message ought to feel downright threatening. Most of us have comfort zones that are being sorely pressed by change in this most rapidly innovating domain of all—

Based on our experiences, librarians need to expand their toolkits to become adept at a suitable, large set of complementary search, analysis, and representation tools.

one organizational context and a given information job to another. But, to meekly reside within once accepted limits of just providing raw information would be suicidal to the profession. Were that the case, then those who have been providing analyses will enhance their scope to obtain direct access to information resources,

information in the Information Economy/Age/Society. This article says, "that's right, and you ought to be seriously scared." But not intimidated—the information resources and the information exploitation tools are becoming easier to use. As mentioned, aids such as "scripting" (e.g., "macros" written in VisualBasic to sequence a number of actions in multiple programs) can make life quite pleasant. Based on our experiences, librarians need to expand their toolkits to become adept at a suitable, large set of complementary search, analysis, and representation tools.

But we're not done. We advise you to also boost your subject expertise. By working together with those knowledgeable about particular topics vital to your organization, you can become adept yourself.

And there's more. You also need to become the communications master. You want to understand the prime user (manager, professional, etc.) and her/his needs. You want to be able to translate those needs into information management and analyses. You want to be able to communicate those analytical processes and the findings back to that user. And, you want to be able to convince that user of their value and train her/him to understand them. A good model might be the ultimate consultant who understands problems, interprets those, finds the critical data, and sells the solution.

The aim is for you personally to bring to bear "how to" skills, "what" topical knowledge, and "who" sense of needs, with attendant communication skills. That will enable you to generate effective analyses rather than provide raw information. We see this combination of skills as your competitive edge making you invaluable to your organization. In the process we're proposing that you stretch well beyond your likely comfort zones to move strenuously into analytical, communicating, and problem-solving arenas. ●

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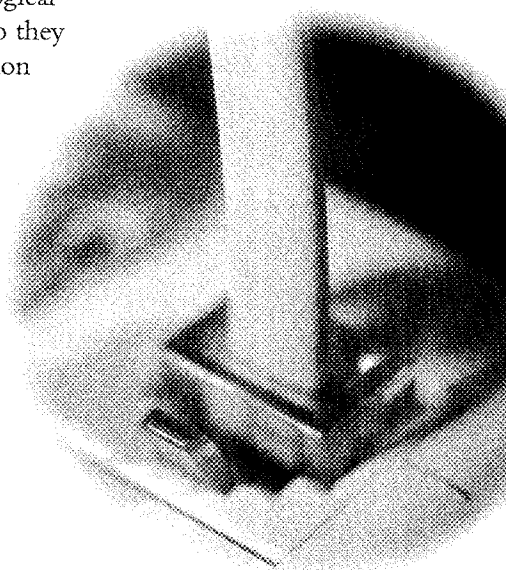
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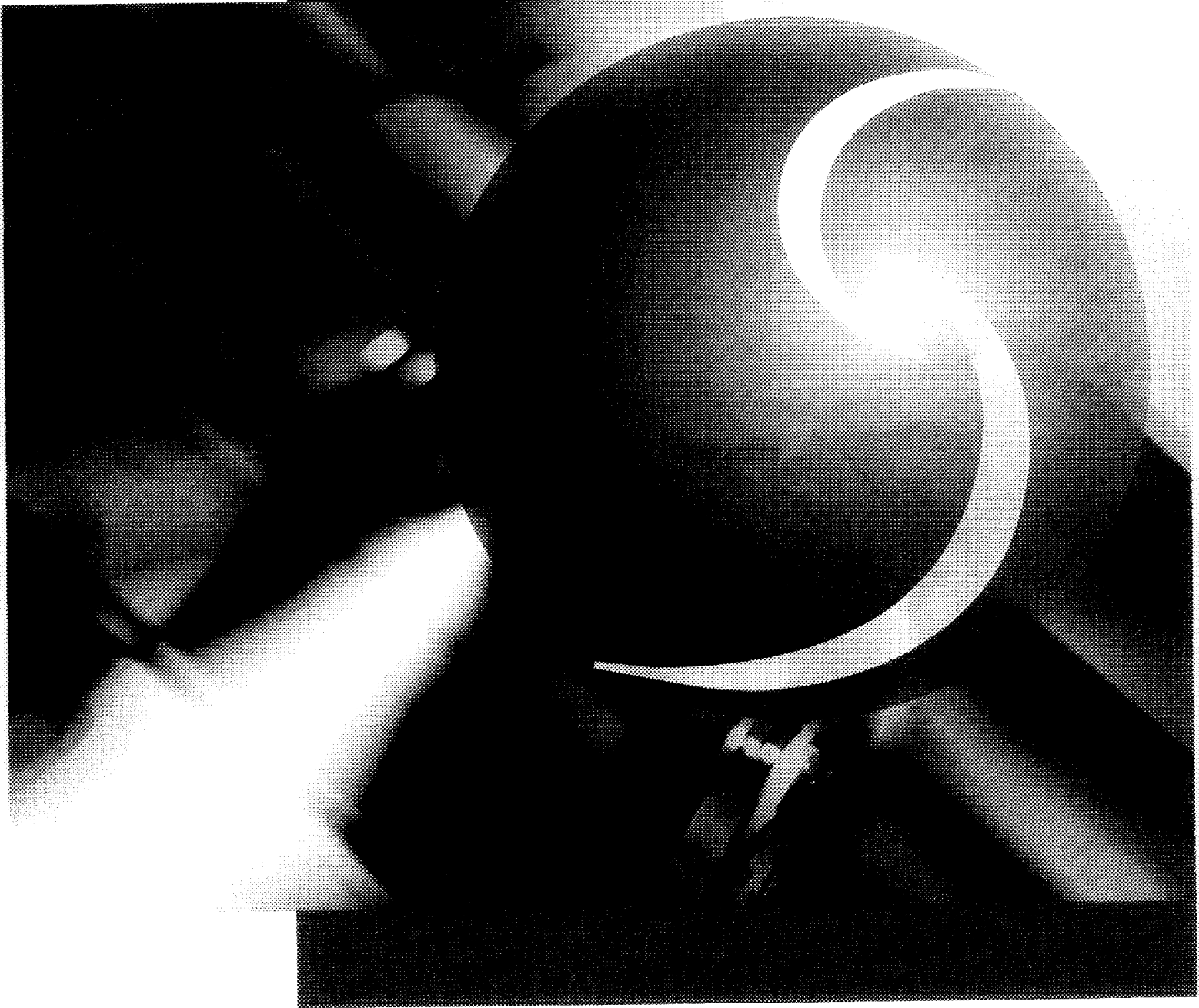
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Would You Buy SLA?



Submitted by SLA's Task Force on Branding. The SLA Board of Directors established the Task Force in January 2000, as one of four teams examining priority targets for change.

... How Do You Decide What Brand to Buy?

IMAGINE THAT WE MEET IN THE DRUGSTORE. WE WERE ON OUR WAY HOME from the office, and both of us needed to pick up a few items. We laugh about having an informal staff meeting in "Digestive Aids", and proceed up the aisles together.

You son doesn't feel well, so you want to pick up a fever reducer. We walk purposely through "Cough and Colds", where there are at least a dozen products that will meet your needs. We ignore them, and together stop in front of the familiar red bottle: Tylenol. You choose the large size on the theory that whatever your son has, he will share with his sister!

I need contact lens fluid, so we zigzag to "Optic Needs". There are at least six different products to choose from, but I move right to the Allergan solution. I know what I want.

Ah, but here comes the interesting part. We both need toothpaste, so we head for "Dental Hygiene". (Is it me, or have drugstore aisles begun to sound like fourth grade?) There are even more products here, at least two dozen to choose from. You are adamant about your Crest, but I am not swayed from my Aquafresh. What's going on here?

In a nutshell, *branding*. Branding—that seemingly magical process that teaches us to buy a specific product in the first place, and then return to it unwaveringly. Every one of the products we chose today has changed since the first time we purchased it. Perhaps it has a "new and improved" formula? A new type of delivery mechanism—flip top or "push down while turning"? New packaging? Or does it now come in gelcaps and tablets, and in three sizes instead of just one?

Branding—the product evolves, but the customer remains steadfast and true. Landor Associate's web site, www.landor.com/thinking/whati581.cfm defines a successful brand as "one that generates genuine loyalty and

affection because it provides a level of quality, trust, convenience, assurance and allure for which customers are willing to pay a premium." The successful brand continually evolves, just as their customer's expectations of these qualities evolve.

In some cases, a brand owner can choose to evolve either its brand's name, or its visual identity or both, to reflect its own evolution or cultural and attitudinal shifts among

A successful brand is "one that generates genuine loyalty and affection because it provides a level of quality, trust, convenience, assurance and allure for which customers are willing to pay a premium."

its audiences. Think of Federal Express' change to Fedex. Andersen Consulting's recent change to Accenture. Kentucky Fried Chicken changed its name to KFC, as fried foods become less desirable on the surface, even as people keep piling in for extra-crispy-tasty whatever! So smart marketers acknowledge that brand identity change can be good even necessary.

Whether it takes the form of a change in name, or a change in the "Visual Vocabulary" surrounding the entity, an identity evolution can be a powerful tool for managing the perception of the brand.

Branding—the product advances, and the customer remains steadfast and true. Would you buy SLA? Imagine our association as a product on the shelf. There it is, right in the "Professional Associations" aisle, in alphabetical order with every other initialism in the world of information associations. What does this particular brand mean to you, the member? What does it mean to non-members—to other information professionals? To current and prospective employers? To government legislators? We know it is a good brand because it generates our loyalty and affection. But is the SLA of today the same as the SLA you joined? Is it static, or has it evolved to more than

Would You Buy SLA?

it once was? Has our brand evolved as much as the association it represents?

Members of the Task Force on Branding have been looking at exactly these questions. The SLA Board of Directors established the Task Force in January 2000, as one of four teams examining priority targets for change.

Carol L. Ginsburg, of the Deutsche Bank, in New York, chairs the Task Force. Members include: Stephen Abram (task force network) Micromedia Limited, Toronto, Ontario; Marian Bremer, MIT Lincoln Labs, Lexington, MA; Holly Bussey, EBSCO, and past-chair of the advertising & Marketing Division, Yardley, PA; Ava Goldman, California Public Employee Retirement Fund, (CalPERS), Sacramento, California; Neil Infield, Hermes Administration Services Ltd., London, UK; Roberta Piccoli, J. Walter Thompson, Chicago, Illinois; and Barbara Spiegelman, The Churchill Associates, Pittsburgh, Pennsylvania.

The preliminary goal of the Task Force on Branding involves gaining a clear understanding of SLA's value proposition to its various audiences, developing a more aspirational brand strategy and vision, and creating an identity that will ensure its continued relevance for years to come. The goal is to give the SLA brand more

longevity, resilience, strength and elasticity, together with an authority that need never be outgrown. Our evolving brand strategy may be expressed in a new name, logo, tagline, and/or visual design platform that triggers desired perceptions about a more vibrant and dynamic new SLA brand. But whatever we recommend, we'll check in with the leadership and membership early and often!

In addition, the group is charged with developing an implementation plan that could result in the official adoption of a new name for the association.

Branding is a more complicated process than it appears. The literature on the subject is growing daily. More and more American companies are examining their branding to determine if it has evolved to serve the growing global economy. Whether in the domestic or international marketplace, every organization is trying to establish an image and brand "... that generates genuine loyalty and affection ...," while remaining true to its purpose.

Will our association achieve this goal? We have an advantage: our members remain steadfast and true, while working to help the organization evolve. Each member of the Task Force remains mindful that the topic of branding touches our hearts as well as our heads. Its work continues. Stay tuned.

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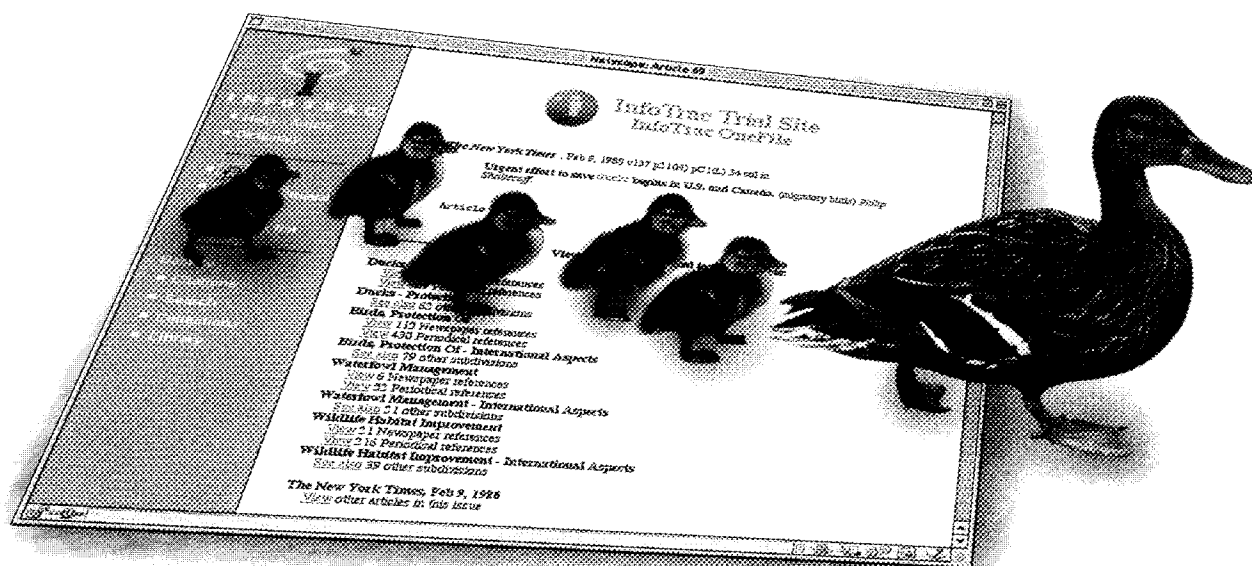


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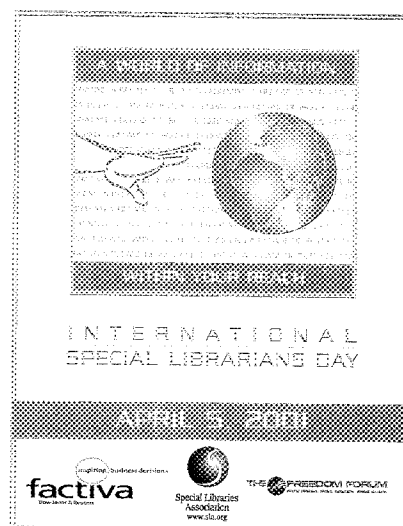
Market Valuations and Other Ruminations

The fluctuations of the world's financial markets over the past year have certainly laid bare the reality of the New Economy. Technology can drive a business, but technologists can't do it alone. The stock prices of online services and retailers certainly reflect this fact. Recall about five years ago, when the technology/business wave first swelled. Well, the wave has swelled, crested, broken, and is preparing for its next assault on our cultural shoreline. Those of us who greatly value technology but also revere the human component in business success can breathe a sigh of relief—for now.

Okay, time's up! If you're in a position to establish partnerships with the technologists—or if you are an information professional in technologist's clothing—it's time to position yourself immediately for the next Big Hairy Audacious Goal (or BHAG—thanks to Jim Collins and Jerry Porras, authors of *Built to Last*) in the tech/biz wave. What is that wave? I don't know, I'm just a two-bit association professional! You know better than I—or you should. The point is not what is coming, but that it will be coming. And now that the techies have had their run of fun for half a decade

without truly resolving the same problems that we all faced before the Internet (namely, how to make information and knowledge make money for us), it's time for YOU to energize and start developing partnerships and strategies that will make you indispensable across your organization. Does that sound like too much to handle? It shouldn't, because for many in the profession, it means survival.

The trends driving financial markets are also likely to drive perceptions of the people who foster those trends. So while the techies might still keep senior executives starry-eyed, the luster on those stars has faded a bit. Why not seize the opportunity now to improve your own market valuation. How? Remember that this isn't about proving that you are better at information and knowledge management than technologists. It's merely about proving to the right people who are open to new ideas that you are reliable, effective, innovative, and strategic in your efforts to deliver your services to your customers. If you were in Savannah, Georgia, USA back in January for SLA's Strategic Learning Symposium, you know about the importance of client service. And while all clients are important, everyone knows that a few of the "right" clients can change the organization's perception of your services.



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copyright corner

Is Copyright Dead?

There are many people today who predict the death of copyright in the electronic world. Some of the individuals making this prediction simply wish that all copyrighted works were available free, while some copyright owners appear to want to restrict access and use of their works much more severely than current copyright law permits.

For over 200 years copyright has played a significant role in promoting learning. It does this by granting authors the exclusive rights to their "writings" which enables them to exploit their works commercially. The term "writings" has been broadly interpreted to include not only traditional works such as books and plays but also musical compositions, maps, motion pictures, sound recordings and architectural works. As new forms of expression developed, they too have been awarded copyright protection. For example, audiovisual works were added to the statute in 1976 and computer programs were assigned to the literary works category that same year.

Videogames, multimedia works, and webpages are all protected today. Copyright has proven to be remarkably elastic to embrace new technologies while still guaranteeing to the developers of these works (called "authors" for constitutional purposes) the rights to their works, but only for limited times. Over the years, those limited times have expanded from the original fourteen years to life of the author plus 70 years today. This remarkable expansion of the term of copyright dem-

onstrates that Congress recognizes the value copyright holders contribute to society by making their works available to the public.

Since 1790, this statutory scheme has worked well. Copyright proprietors have earned large sums of money from the exploitation of their works, and this has contributed significantly to the U.S. economy. In fact, both the United States and Canada are known around the world for their copyrighted works—movies, software, books, etc. Not only has the law provided economic reward for copyright holders, at the same time it has insured that copyrighted works are available to the public, not necessarily available free but often freely available through public libraries. Individual citizens also purchased copies of copyrighted works such as literary works, sheetmusic, maps, etc. As technology developed, the format in which copyrighted works were embodied often changed. It is far more common today for individuals to own a copy of a sound recording of a musical composition on CD than to own the sheetmusic. Copies of motion pictures were seldom owned by individuals in the past, but now ownership of copies on videotapes and DVD are commonplace.

With this rich history that provided both copyright holders and the users of copyrighted works what they needed and wanted, why are both users of the Internet and copyright holders proclaiming the death of copyright?

For users of copyrighted works this may be traced first to increasingly common and easy reproduction technology. From the invention of the

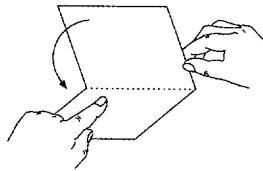
photocopier forward, it has become extremely easy to reproduce entire copyrighted works, and unfortunately, too often users of these works paid little heed to the rights of the copyright holder. Certainly, much of the reproduction has been statutorily exempted fair use, but not all of it. Further, reproduction technologies such as scanners and VCR's permit copying of entire works rapidly and with little effort on the part of the user. Copyright proprietors have felt threatened by this and often rightly so.

The Internet has made reproduction of digital works even easier. With a computer mouse, "cut and paste" is easier then ever before. Some early Internet proponents even coined the phrase "Information wants to be free," but this did not recognize that often information is contained in copyrighted works. At the same time, librarians and individuals began to clamor for more works to be made available in digital format. To copyright owners, it seemed that the desire for digital works was directly tied to the idea that users sought access to these works in order to reproduce them without compensation to legitimate copyright holders. One might question whether owners will continue to produce copyrighted works and make them available to the public without some form of legal protection that ensures compensation.

Concomitantly, copyright proprietors began to explore new models for exploiting their works. The first of these was licensing as opposed to sales. Licensing worked well for electronic databases and for some computer software products. It permitted the owner to maintain ownership and control while providing access to the contents to users in exchange for the license fee. Licensing did not work so successfully for traditional printed works although some publishers attempted to license them. As the number and variety of electronic

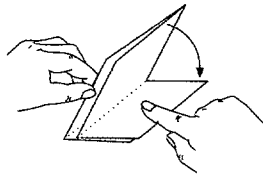
Compare other business reports to SkyMinder.

figure 1. Fold paper in half



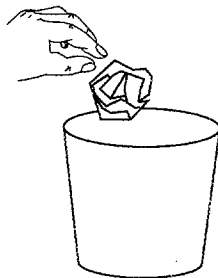
Other reports may have only half the information.

figure 2. Fold paper again



Other reports deliver only a fraction of the time savings.

figure 3. Throw paper away



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works increased, licensing became the norm for many works acquired by libraries such as both databases and other titles on CD-ROM. As electronic journals and electronic copies of printed journals became available, they also were acquired via license arrangements.

A license agreement may either expand or contract a user's right under the copyright law. Section 108(f)(4) says that nothing shall affect contractual obligations entered into when a library obtained a copy of a work in its collection. Thus, libraries are bound by the license agreements they sign. Both librarians and the publisher and producer communities have adjusted to licensing and to the negotiation of terms.¹

Recently publishers have begun to seek additional ways to protect their

digital works through passwords, encryption, digital watermarking and the like. If these methods are adopted along with licensing, one might question the continued viability of copyright.

There are, however, multiple aspects to the use of a copyrighted work such as access, reproduction and then actual use. Licensing and technological controls both govern access outside of copyright law. Licensing may also dictate terms about reproduction through downloading, etc., but agreements are often silent about downloading and other reproduction. Technological controls can very definitely restrict or even prohibit reproduction. Both licensing alone and technological controls when coupled with licensing may dictate terms of use, such as a restriction in the license that the work may be

used only for nonprofit purposes. But within that broader restriction that is based on the amount of the license fee (since commercial use licenses are often much costlier) one clearly may make a fair use of the contents of the digital work. Thus, for the user, it is important that copyright continue to exist along with the limitations on the rights of the copyright holder such as fair use and the first sale doctrine.

It is also important to copyright proprietors that copyright continues to exist. The 1976 Copyright Act protects works from the time they are fixed in tangible medium of expression, long before works are ready to be marketed. This is especially important for individual authors whose works are protected from the time they are created in early manuscript form. The author enjoys protection, then, as she seeks a publisher for her article or as he records the song and attempts to interest a record company in producing the work. So, the continued existence of copyright should be important to copyright proprietors also.

Neither users of copyrighted works nor copyright holders would benefit from the death of copyright. Let's put a stop to calls for eliminating this tried and true form of legal protection for both creative and informational works.

Footnotes:

¹ The Uniform Computer Information Transactions Act (UCITA) may threaten the ability of librarians to negotiate contracts. See this column in *Information Outlook*, Sept. 1999 and June 2000.

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money matters

Economic Forecasting

Each year since 1994, the staff has developed financial assumptions as an initial phase of the program planning process. In order to facilitate the process for developing the 2002 Association Program Plan and the FY 2002 Budget, staff has identified financial assumptions for the organization as well as the related programs and activities. The assumptions incorporate trends, forecasts, planning documents (i.e., the long-range financial plan), and economic outlook information received from the Congressional Budget Office, Merrill Lynch, and Kiplinger.com. The Finance Committee reviews and considers the financial assumptions in approving the association's budget.

The generic assumptions which relate to the entire organization are revealed below. Since it is difficult to make economical projections with any certainty, many of the assumptions contain expectations pertaining to 2001 and the effect of such on 2002.

Economic growth will slow in 2001, sliding to about half of the FY 2000 increase of five percent. For the year as a whole, a recession seems unlikely in 2001, as the Federal Reserve will step in with timely interest rate cuts, starting by the end of January. Lower rates would help ease some of the ills that are building. These include growing consumer debt, tighter credit, rising bankruptcies, weakness in manufacturing, and softer sales of cars and other retail merchandise. Lower rates would also breathe life into the stock market, where falling prices this year will put a crimp in both consumer spending and business investment. Stock

prices in 2001 likely will match the rise in corporate profits of around 8% to 10%. In turn, that will underpin growth in business spending, which should increase about 9%. Relief will come also from a drop in energy prices after the winter heating season, providing a boost to consumers and businesses in the second half of the year and into 2002. Export growth will give a lift too, as companies in Canada, Mexico, Europe and China buy American aircraft, high-tech gear, and services. The biggest risk is slower growth itself. When gross domestic product (GDP) is increasing around 2.5% or less, the economy is much more vulnerable. The Urban Consumer Price Index for 2002 is projected to rise 2.7%. The AIMS Association Financial Index is projected to increase nearly 4.5%. This will relate to an across-the-board increase in operational expenses.

Congress is likely to extend its moratorium on new Internet taxes in 2001, but there is less of a chance in 2002 that lawmakers will be able to fully resolve the contentious issue of how to collect sales taxes on Internet purchases. However, states will take the lead on the sales tax question, devising and implementing a simplified collection system in the next few years. It is anticipated (or shall we say hoped) that non-profits will retain their e-tax exempt statuses at least for the short-term.

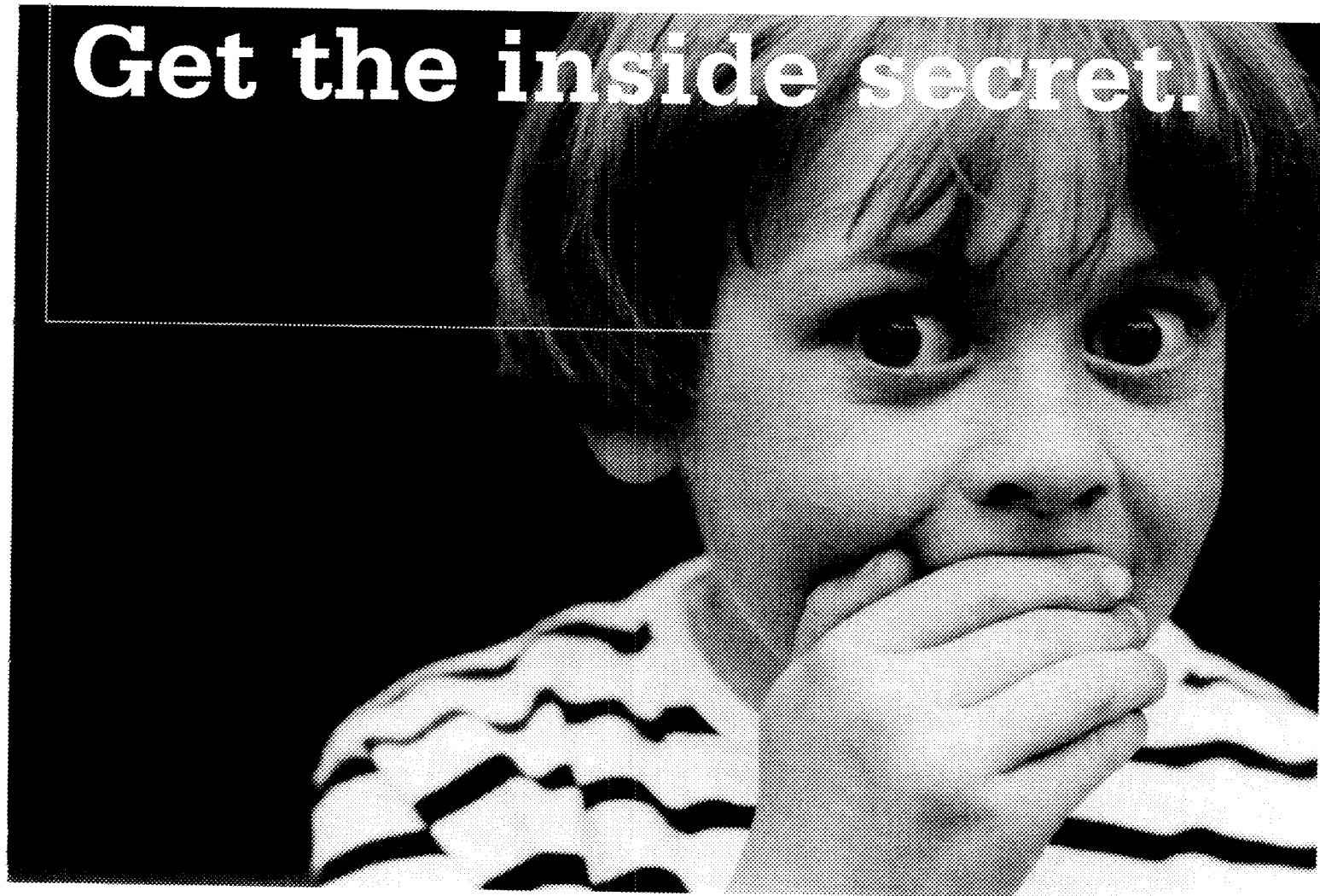
Businesses will still expand and create new jobs and recent college graduates are a natural choice to fill many of the new positions. In some cases, firms will go after new graduates more actively than in the past because other hiring strategies have been exhausted in this tight labor

market. Another big reason for the college-recruitment spike is the impending retirement of the baby boom generation. According to the Labor Department's Bureau of Labor Statistics, 25 million people will leave the labor force between 1998 and 2008. All but three million of those will be 45 or older. Realizing just how many workers they will lose when this starts to happen, employers are acting now to ensure that they have enough new employees to make up for the loss of more-experienced workers. Engineering, computer science, and business majors will be most in demand, but liberal arts grads will also be a hot commodity, especially as firms realize that students with strong academic records can often perform a variety of tasks. Average starting salaries for new graduates will increase between 4% and 6% in 2001, but they could go even higher if the competition really heats up. While 45% of employers say they will use signing bonuses to attract workers, a greater number will offer incentives that enhance the work environment, such as training (74%), relocation reimbursements (69%), a casual workplace (67%), and flexible work hours (53%), according to a survey by Michigan State University's Collegiate Employment Research Institute. SLA's staffing costs will increase by 7% to 8% to fund the salary administration plan, including the upgrading of three to five administrative positions and the updating of the salary adjustment program.

The overall benefits costs will increase by nearly 10% to accommodate the needs of the varied workforce. A growing number of women in the workplace will require benefits that support their roles as primary care givers. The aging segment of the workforce will cause increases in health care and training. The younger workforce will find greater value in bonuses and technological upgrades. Employer costs for health insurance will jump in the

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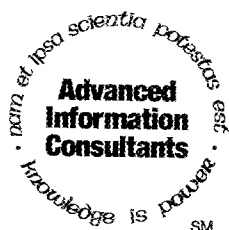
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coming year, with premium hikes entering double-digit territory. Increases of 11% are expected on average, although smaller employers are likely to face hikes of 20% or more. Similar cost increases are likely to continue for at least the next two years. The 2001 rise marks the fourth straight year of increases that exceed the rate of general inflation. The increase was 6.2% in 1998, 7.3% in 1999 and 8.1% in 2000. The average cost per employee rose from \$4,097 in 1999 to \$4,430 in 2000, according to a new survey of employers by William M. Mercer Inc., a benefits consulting company. Costs also vary by region, with the highest cost per active employee reaching \$4,959 in the Northeast, \$4,474 in the Midwest, \$4,287 in the West and \$4,129 in the South. Soaring prices for prescription drugs are the chief culprit in the return of health care cost inflation. Drugs now account for about 14% of total medical plan cost. Employers saw an average increase in drug costs of 17.5% at the last renewal of their health plans. For 2001, the increase will go up to 20%.

Travel and lodging costs will continue to increase approximately 5%. The flight delays and congestion that made 2000 a nightmare for air travelers are likely to continue into 2001 and 2002. A number of factors converged in 2000 to make the year the worst on record for flight cancellations and delays. First, the booming economy brought a surge in the number of people traveling, straining the nation's aging air traffic control system. Labor skirmishes at three of the largest airlines led to work slowdowns, refusals to work overtime and lots of sick calls. Finally, there was unusually stormy weather nationwide. None of these circumstances will change significantly in 2001 or 2002. While a softer economy will brake the rate of increase in air traffic, more people than ever will be flying in the coming year. Steps to ease the congestion

problems, such as new air traffic control technology and airport expansions, are at least two to three years away. Major contract disputes at most of the largest carriers will continue into 2001 and 2002 as well.

E-commerce will hurt some trade shows (those where floor sales are significant), but the overall trend in conferences is up—nearly 70% in the last five years. This trend is expected to continue as there is no substitute for face-to-face interaction and networking.

Although high-tech stocks that have been hammered recently, companies that are strongly profitable, category-leading firms will have profits that continue to grow robustly in the years ahead, even if at lower rates than during the past few years. Over the last half century, the large-capitalization stocks of the S&P 500 have given their investors an average annual total return of about 12% and there is no reason to believe they will do any less in the decades ahead. This record of equities has outperformed all other asset classes—bonds, cash, real estate, etc. The sharp market drops of the past few months actually increase the odds that stocks will get back on the plus side in 2001 and 2002. The markets seem to be assuming a recession in 2001, however, investment advisors believe it is more likely that the expansion will continue, but at a very slow pace—about 2.5% for the year. Corporate profits are expected to grow by a high single-digit figure—maybe 8% or 9%—and it would be reasonable for stock prices to rise by this margin, roughly in step with corporate profits. Only once in the last half century has the S&P 500 declined for nearly two years, and that was in the severe recession of 1973-74, when soaring oil prices ignited high inflation and worldwide recession. Conditions then were a far cry from the mild economic slowdown that

is likely next year. SLA's portfolio takes a balanced equity approach and we can expect returns in the 8-10% range.

Further technological advances and implementation of the virtual association will enable SLA to provide more products and services in the digital format, offering potential sources of additional revenue. However, the initial period of changing any delivery method causes uncertainty. Staff will continue to be faced with the challenge of offering both digital and print formats in undetermined quantities as the initial demand may be somewhat vague.

The membership base is projected to reach 15,000 in 2002. The growth will be sustained by placing valuable member benefits and services behind "closed doors"—the members only site and by creating brand identity with new segments of the information profession. While the projections represent a 3% to 5% growth rate over the 2001 projections, the shortfall from the aggressive FY 2001 budget will be 1,000 members or \$120,000.

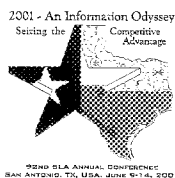
The USPS projects losses for 2001 and the losses could worsen as mail volume starts declining, largely because of the growing use of e-mail and e-commerce and even consolidations among banks that traditionally have been major Postal Service customers.

Staff will continue to monitor and revise these assumptions as necessary as the Association Program Plan for 2002 is developed. Any revisions will be reported to the board in the program plan.

For more information,
contact Richard Geiger, SLA
Treasurer (geigerr@sfgate.com)

conference countdown

San Antonio Road Trips Part II: The Sequel



As visiting honorary Texans, you may find yourself behind a steering wheel and able to explore some of the vast Lone Star State. Carry water, a good map, and have fun! Here are a few travel suggestions.

Austin: A favorite destination for many Texans and less than 100 miles away on North I-35, the state capital (<http://austin.citysearch.com>) has a playful ambience despite the conjunction of big government, big business, and big university. Some attractions include the live music, water sports, parks, the Mexican free-tail bat colony's summertime nightly exodus from downtown bridges, shopping, restaurants, and the sheer beauty of the Hill Country setting.

Water Holes: Its going be warm in June, so if you find yourself perspiring or "glowing," as the southern belle types delicately put it, pack your swimsuit and head into the Hill Country. Austin has two lovely city parks with spring-fed pools, *Barton Springs* (<http://austin.citysearch.com/E/V/AUSTX/0005/28/31/cs1.html>) and *Deep Eddy* (<http://austin.citysearch.com/E/V/AUSTX/0003/59/66/>). The spring waters are approximately 68 degrees year around, which can be very invigorating. The quiet waters of *Hamilton Pool* (http://www.austincityguide.com/kiosk/ads/sightseeing/hamiltonpool/main_si.htm) are located South of

Austin in a state park off Texas 71. If you want to try river tubing, half way up I-35 to Austin is the *San Marcos River* (http://www.texasoutside.com/san_marcos/tuberental.htm), where tube rentals can be had. Tubers tend to be an exuberant bunch, so this is the extroverts' choice.

The Border: Mexico is less than 200 miles South. Cruise down I-35 and you will be in Los Dos Laredos: the cities of *Laredo* (<http://www.cityoflaredo.com/>) in Texas and *Nuevo Laredo* in Mexico. As long as you stay in the well-traveled parts and have some picture ID, you won't need a passport and can freely visit our NAFTA neighbor. If you do any shopping, this is an opportunity to brush up on those bargaining skills. Generally, merchants' first prices are marked up at least 100%. Sound familiar?

The Coast: The Gulf of Mexico is about 150 miles Southeast down I-37. *Corpus Christi* (yes, it really means "Christ's body") is a fun loving tourist town (<http://www.ci.corpus-christi.tx.us/>). The attractions include a busy working port with ship tours, a historical district, seafood, and water sports. They even let you drive automobiles on the beaches in some areas. Head down South Padre Island Drive to *Mustang Island State Park* (<http://www.tpwd.state.tx.us/park/mustang/mustang.htm>) for a more rustic look at the coast. Those translucent dark blue blobs are Portuguese man-of-war jellyfish and they will sting you, even lying on the beaches, so please be careful.

Rambling Places: Head Northwest on I-10, Northeast on Route 87, and North on R.R. 965 to *Enchanted Rock*

State Park (<http://www.tpwd.state.tx.us/park/enchantd/enchantd.htm>), less than 100 miles from San Antonio. Enchanted Rock is a monolithic chunk of pink granite that you can hike, climb, contemplate, and spelunk through in the 1,000 foot fissure on top. *Big Bend National Park* (<http://www.nps.gov/bibe/home.htm>) is an immense place defined by the largest bend of the Rio Grande River on the Texas-Mexico border and located some 400 miles from San Antonio. Big Bend is a country unto itself with deserts, water, canyons, mountains, cacti, and critters.

Critter Field Notes: We'll start with the bugs. There are lots of them. The cockroaches come in all sizes and live everywhere. Just duck the flying ones, shoo the crawling ones, and grit your teeth. The fire ants are quite another story. They are small, reddish brown hellions that swarm and bite viciously. If you find yourself in the vicinity of many fire ants, leave quickly. Texas is known for *long horn cattle*. There aren't many left, so if you see any, consider yourself lucky. Long horns are good range animals, but other breeds dominate in our modern fenced era. You're very likely to see *armadillos*, generally extinct on roadsides. Their habit of jumping up to startle predators has not proved a success with the automobile. You're also likely to see *roadrunners*, which bear little resemblance to the Warner Brothers cartoon character. You'll recognize their long legged forms jogging near roads and through brush.

Travel safely and enjoy the sites of this great state!

For more information,
contact Ann Griffith
(ann.griffith2@ey.com)

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coming events

March

SCALL 2001
American Association of Law Librarians
March 2-3, 2001
Carlsbad, California
<http://www.aalinet.org/chapter/scall/>

***SCIP**
March 7-10, 2001
Seattle, Washington
<http://www.scip.org/seattle/>

Internet Publishing EXPO
Internet Publishing Expo
March 12-14, 2001
New York, New York
<http://www.iPubExpo.com/>

MLS Renewal for Special Librarians
with Simmons College Graduate School of Library and Information Science
March 7-11, 2001
Boston, Massachusetts USA
<http://www.sla-learning.org/mis2001>

Information Highways 2001
Information Highways
March 26-28, 2001
Toronto, ON, Canada
<http://www.informationhighways.net/conf/cindex.html>

***Computers in Libraries**
Information Today
March 14-16, 2001
Washington, DC, USA
<http://www.infotoday.com/cil2001/default.htm>

Internet Librarian International 2001
Information Today
March 26-28, 2001
London, England UK
<http://www.internet-librarian.com/>

EBIC 2001
TFPL, inc.
March 2001
Rome, Italy
<http://www.tfpl.com/conferences/EBIC/ebic.html>

SLA's Spring Video Conference
I Told You I'm Worth It: ROI and the Information Professional
March 29, 2001
<http://www.sla.org/content/learn/learnwhere/portals/ROI.cfm>

April 2001

Knowledge Champions Institute
April 18-22, 2001
Arlington, Virginia USA
<http://www.sla-learning.org/kci2001>

Annual AIIP Conference
Association of Independent Information Professionals
April 19-22, 2001
New Orleans, Louisiana
<http://www.aiip.org/conf2001.html>

***Intranets 2001**
Online Inc.
April 30-May 2, 2001
Santa Clara, CA
<http://www.intranets2001.com/>

Extranets 2001
Online Inc.
April 30-May 2, 2001
Santa Clara, CA
<http://www.extranets2001.com/>

May 2001

National Online 2001
Information Today
May 15-17, 2001
New York, New York
<http://www.infotoday.com/nom2001/>


MLA 2001: An Information Odyssey
Medical Library Association
May 25-31, 2001
Orlando, Florida
<http://www.mlanet.org/am/index.html>

June 2001

SLA 92nd Annual Conference
June 9-14, 2001
San Antonio, Texas, USA
www.sla.org/conf

ALA Annual Conference
American Libraries Association
June 14-20, 2001
San Francisco, California
<http://www.ala.org/alaorg/committees/conference/>

2001: New Realities, New Roles
American Association of Law Librarians
July 14-19, 2001
Minneapolis, Minnesota
<http://www.aalinet.org/events/>

 SLA-Hosted Conferences

* Conference at which SLA will be exhibiting



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4. Access to SLA's Information Resources Center, available 24 hours a day via the Internet, to provide information relevant to the management and operation of your special library or information center;
5. Receive a subscription to *Information Outlook*®, SLA's monthly magazine, featuring cutting-edge feature articles and the most up-to-date news of the information profession;
6. Substantial savings on SLA's renowned publications, geared toward enhancing the information expert's professional knowledge;
7. *Who's Who in Special Libraries*, SLA's annual membership directory, now available in print and electronic format, and connecting you to other information professionals with the turn of a page or a click of your mouse;
8. SLA's Annual Conference, bringing together thousands of information professionals and hundreds of vendors for five days of learning and knowledge sharing;
9. Keep abreast of current issues and hot topics affecting you and the rest of the information profession;
10. SLA's dynamic Public Communications department, educating the public regarding the role of the information professional and promoting the value of the profession.

IF YOU'RE NOT AHEAD, YOU'RE BEHIND

in summary

en resumen

en somme

Real People Don't Do Boolean: How to Teach End Users to Find High-Quality Information on the Internet

by Rita Vine

Real people want advice, not technique. They want us, the information professionals, to simplify their lives. They want us to help them identify a few really great resources quickly and help them avoid false drops and crass promotions. They are tired of having pop-up windows bark unwanted ads at them. They want a simple methodology for information retrieval that they can use repeatedly to deliver selective, high quality information quickly and efficiently. *Good advice, simple tips, and a method that they can do themselves*—these three points form the basis of teaching good web searching. Rita Vine shows how to help real people make mental sense of the web.

Information Professionals: Changing Tools, Changing Roles

by Nils C. Newman, Alan L. Porter, and Julie Yang

No profession will undergo more radical change between 2000 and 2010 than will the *Information Professional*. This presumptuous prediction is based on a set of convergent trends that, taken together, imply a coming new world for information professionals. We associate these trends with a series of studies we have performed for industry, government, and academia to draw implications for information professionals. We make the case for dramatic changes, then recommend particular actions to the profession and to its individual members. Within the scope of this short article, we don't try to distinguish implications specifically for various information professionals (e.g., information managers, database searchers, marketing research supporters). We address these generally to "you" to determine how they come to bear personally.

Would You Buy SLA?

Branding is the seemingly magical process that teaches us to buy a specific product in the first place, and then return to it unwaveringly. Every one of the products we chose today has changed since the first time we purchased it. Perhaps it has a "new and improved" formula? A new type of delivery mechanism—flip top or "push down while turning"? New packaging? Or does it now come in gelcaps and tablets, and in three sizes instead of just one? Branding—the product evolves, but the customer remains steadfast and true. The successful brand continually evolves, just as their customer's expectations of these qualities evolve. The SLA Task Force on Branding explores this phenomenon.

La gente real no hace búsquedas booleanas: Cómo enseñar a los usuarios finales encontrar información de alta calidad en la Internet

por Rita Vine

La gente real quiere asesoría, no técnica. Nos necesitan, a nosotros los profesionales de la información, para simplificar sus vidas. Nos necesitan para ayudarles a identificar con rapidez algunos recursos realmente extraordinarios y para ayudarles a evitar pistas falsas y promociones crasas. Están cansadas de ver pantallas que saltan automáticamente como si estuviesen ladrando anuncios jamás solicitados. Quieren una metodología simple que les permita recoger información que puedan utilizar repetidamente en la entrega de una información selecta, de alta calidad de una manera rápida y eficiente. *Buen consejo, información simple y un método que la gente misma lo pueda realizar*—estos son los tres puntos que forman la base para enseñar a hacer búsquedas competentes en la red. Rita Vine demuestra cómo ayudar a la gente real a comprender el sentido en mente de la red.

Profesionales de la información: cambio de herramientas, cambio de funciones

por Nils C. Newman, Alan L. Porter, y Julie Yang

Ninguna otra profesión experimentará un cambio más radical entre el 2000 y 2010 que el *Profesional de la Información*. Esta predicción presumptuosa se basa en un grupo de tendencias convergentes las cuales en conjunto, suponen un mundo nuevo venidero para los profesionales de información. Asociamos estas tendencias con una serie de estudios que hemos desempeñado para la industria, el gobierno y el sector académico con el objeto de trazar implicaciones para los profesionales de información. Establecemos el caso para cambios dramáticos y después recomendamos acciones concretas para la profesión y sus miembros individuales. Dentro del alcance de este corto artículo, no tratamos de distinguir implicaciones para varios profesionales de información específicamente (v.g., gerentes de información, investigadores de base de datos, profesionales que dan apoyo a la investigación del mercadeo). Las dirigimos generalmente a "usted", para determinar cómo le afectan personalmente.

¿Compraría usted SLA?

Inscripción de marca es un proceso al parecer mágico el cual nos enseña, en primer lugar, la manera de comprar un producto específico para después regresar constantemente al mismo. Cada producto que hoy escogemos ha cambiado desde la primera vez que lo compramos. ¿Tendrá tal vez una fórmula "nueva y mejorada"? ¿Una nueva forma de mecanismo de entrega—con tapa abatible o "presione hacia abajo al girar"? ¿Una nueva envoltura? ¿O viene ahora en cápsulas de gelatina y tabletas, y en tres tamaños en lugar de uno solamente? Inscripción de marca —el producto evoluciona, pero el cliente permanece constante y fiel. La marca con éxito evoluciona continuamente, así como las expectativas de sus clientes para encontrar estas cualidades. El Grupo de Trabajo para inscripción de marca SLA explora este fenómeno.

Les gens ordinaires ne parlent pas le langage booléen: Comment apprendre aux utilisateurs finals à trouver des informations de haute qualité sur Internet

par Rita Vine

Les gens ordinaires veulent des conseils, pas la technique. Ils veulent que nous, les professionnels de l'information, leur rendions la vie plus facile. Ils veulent que nous les aidions à identifier rapidement quelques ressources fantastiques et que nous les aidions à éviter les réponses non pertinentes et les promotions éhontées. Ils sont fatigués des fenêtres en incrustation qui leur hurlent des pubs inopportunes. Ils veulent une méthode de recherche automatique simple qu'ils pourront utiliser à plusieurs reprises pour fournir rapidement et efficacement des informations ponctuelles de haute qualité. *De bons conseils, des astuces simples et une méthode qu'ils pourront employer eux-mêmes* — c'est sur ces trois points que repose l'enseignement de la bonne méthode de faire des recherches sur la Toile. Rita Vine nous montre comment nous pourrions aider les gens ordinaires à arriver à comprendre Internet.

Professionnels de l'information: Les outils changent, les rôles changent

par Nils C. Newman, Alan L. Porter et Julie Yang

Aucune profession ne connaîtra plus de changements radicaux entre 2000 et 2010 que celle de *Professionnel de l'information*. Cette prédiction présomptueuse est fondée sur un ensemble de tendances convergentes qui, considérées en bloc, suggèrent l'arrivée d'un nouveau monde pour les professionnels de l'information. Nous associons ces tendances avec une série d'études que nous avons faites pour l'industrie, le gouvernement et les universités pour en tirer les implications concernant les professionnels de l'information. Nous arguons la nécessité de changements dramatiques, puis recommandons certaines mesures que la profession et ses membres individuels devront prendre. Dans le cadre de ce court article, nous n'essayons pas de distinguer entre les implications concernant spécifiquement certains professionnels de l'information (par ex. les gestionnaires de l'information, chargés de l'interrogation des bases de données, analystes de marché). Nous portons celles-ci à votre attention en totalité pour que vous puissiez déterminer comment elles se rapportent à votre cas particulier.

Est-ce que vous achèteriez la SLA?

La valorisation de la marque est le processus apparemment magique qui nous apprend à tout d'abord acheter un produit spécifique, puis à le renvoyer sans hésiter. Chacun des produits que nous choisissons aujourd'hui a changé depuis la première fois que nous l'avons acheté. Peut-être a-t-il une formule « nouvelle et améliorée »? Un nouveau type de mode de livraison — couvercle articulé ou bien « appuyer sur le couvercle en tournant »? Un nouvel emballage? Ou bien est-il maintenant disponible en gélules et en comprimés ainsi qu'en trois tailles au lieu d'une seule? La valorisation de la marque — le produit évolue, mais le client demeure loyal et fidèle. La marque qui a du succès continue d'évoluer, tout comme les attentes des clients quant à ces qualités évoluent. Le Groupe d'étude de la SLA sur la valorisation de la marque explore ce phénomène.

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